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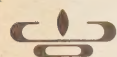
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DIMENSIONS

in Education



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PERIODICALS READING ROOM
(Humanities and Social Sciences)

Government
Publications



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Editor's note

This is the first edition of the new Ontario Department of Education magazine, *Dimensions in Education*. It is published the first Monday of every month and replaces the former departmental publication, *Ontario Education News*.



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Expo 67

Project for all

Expo 67 in Montreal appeared to provide a magnificent educational opportunity which comparatively few of our students would have been able to enjoy unless we made the move. As a result the Centre Wellington District High School Board gave their unanimous and enthusiastic approval to our plan to move the two high schools of Fergus and Elora to Quebec for one week in May.

From the outset we had absolutely no wish to only take those who could afford the fare. It had to be all or nothing. *Actually about 92% or rather over 700 students and staff attended.* It was made clear to students that if this was worth having it was worth working for. We would finance it ourselves and parents were all specifically asked *not* to assist by paying for the trip themselves. Without removing the incentive for earning we let it be known that no one who was quite unable to attend for financial reasons need miss the opportunity, provided they were willing to work.

It was this atmosphere of real challenge that appealed to many of the students and, incidentally, the community at large. We went through the usual stages of planning that anyone would expect: first school board approval; then a staff meeting to establish a consensus of general agreement; next the student council, who kept the secret well; and finally the auditorium where the idea was introduced to the student body. *We still remember the gasp of amazement that preceded the incredulous silence before the spontaneous cheer!* Parents were fully informed and consent forms returned.

A series of planning committees were next set up under student chairmen — organization, finance, publicity, employment, special projects. The community was encouraged to phone in requests for work and various pools were set up for car washing, baby sitting, snow shovelling, farm work and other community needs. Anyone who was unable to earn approximately \$1.00 per week on his own was encouraged to apply to the employment committee who directed him to respective employers or made constructive suggestions.

Students were divided by the organization committee into groups of their own choice and over 100 student leaders were trained for supervision tasks. Four large institutions were rented in Montreal and visits were made to plan sleeping accommodation, meals and so on. We deliberately attempted to involve as many as possible in real organization and we tried to avoid using those who were already

in positions of responsibility such as the student council or school prefects.

Meanwhile practically every subject department integrated into their courses worthwhile information concerning what students would see. The English, History, Geography, Commercial and Language Departments were especially busy and this culminated in the production of a 34-page tour handbook for each student and staff member.

We were fortunate to enjoy a very large measure of support and approval in the community and several of our senior students were in demand both before and after the visit to keep community groups informed. Regular progress reports were also sent to the parents, the press and, of course, the school board.

Statistics prove little. But there was a certain satisfaction when the schools returned to normal, after 1300 miles of travel with two special trains, 160 buses, four trucks, four cars and 13,000 booked meals — all made possible through the raising of nearly \$40,000 over a period of eight months.

Not only had the students gained experience through the magnificent displays and exhibitions of arts, science and technology at *Man and His World*. But they had also participated in writing assignments, discussions and historical and geographical surveys during the school term in preparation for their trip.

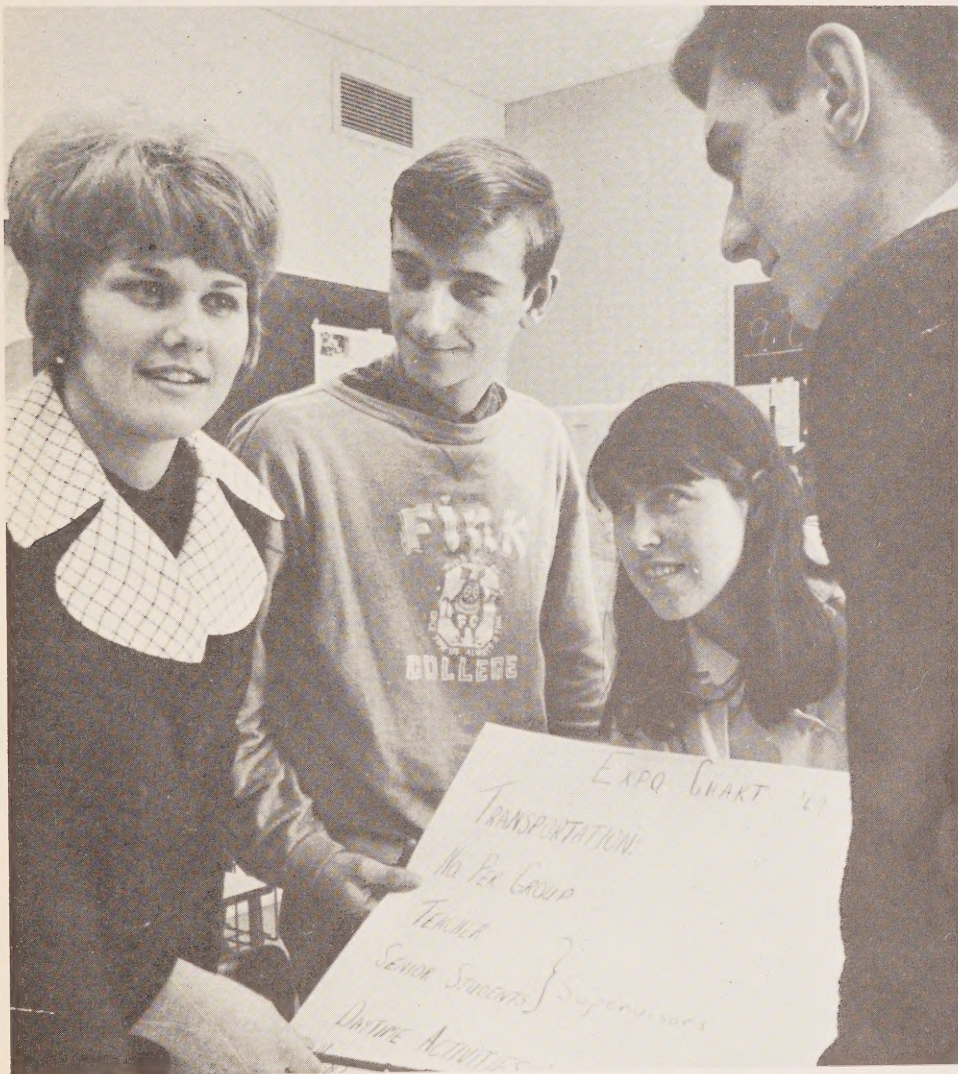
In short, the positive values of the trip appeared to be fourfold — knowledge, experience, morale and community spirit. Instead of the measure of criticism we expected, we gained good support and enthusiasm for an educational project of which the staff, students and the community so heartily approved.

Richard B. Gilman
Principal
Fergus High School
Centre Wellington District High School Board

The students of the Elora High School and the Fergus High School are equally enthusiastic about their trip. Lezley Leatherbarrow, in Grade 12 at Elora High School writes:

One of my most memorable experiences was sitting in Laterna Magika anxiously awaiting the opening of the evening performance. I wasn't aware that before the program was completed, I would receive a brief insight into Czechoslovakia's capital city — Prague. Nor was I aware that before my visit would be complete, I would return with an entirely different attitude towards Czechoslovakia.

Before Expo, I believed Czechoslovakia was a country with a much lower standard of living than ours, and I believed that the people were treated harshly and unjustly.



Marilyn Woods worked in a restaurant to earn money for the trip.

Linda Magnus, a student at Fergus High School, explains the transportation schedule to her committee.



These Grade 12 students ran a car wash to pay their way to Expo.

However, after Expo, and after touring the Czechoslovakian pavilion, I realized how distorted my ideas were.

I was astounded at the beauty of their blown glass and at the intricate work that was involved in a massive wood carving. After seeing the Czechoslovakian pavilion, I feel that Czechoslovakia is becoming the pacemaker in today's techniques of filming. *Laterna Magika* was a combination of movie and stage performance, and in the Czechoslovakian Theatre the audience decided how the film should end.

Each pavilion displayed something that I shall remember for many years to come — the masterpieces of the French pavilion — the display of history and way of life in the British pavilion — the emphasis on the church in the Mexican pavilion — the Leonardo Da Vinci sketches in the Italian pavilion and the selection of watches in the Swiss pavilion.

Sandy Sullivan, a Grade 12 student in Fergus, says: "Expo was one event no one should have missed! Those who didn't get the chance to partake in this spectacular phenomenon have missed a once in a lifetime experience."

"The work and effort on everyone's part, including our school's, was well worth the time and energy put into it." She says: "I thoroughly enjoyed my short visit there and I'm sure everyone who went, felt their stay was not long enough to see all the pavilions, exhibits and entertainment provided for their education and enjoyment."

"I felt our visit was well worth the many months put into its preparation. The facts presented at this exhibition provided everyone with more education than a whole year at school could. Each country presented its traditions and special characteristics — those features which make it different and set it apart from any other. I found the architecture of the pavilions unique in design, and the movies and presentations very interesting and fascinating," she says. "Everyone should have gone to see the *World* at Expo '67 to help celebrate Canada's birthday!"

Sandy's English teacher, George S. Walker, found the trip a unique educational experience. "As a venture in education," says Mr. Walker, "the trip to Expo was without parallel. Both teachers and students came away not informed but enlarged in vision, in feeling, in understanding, in pride."

"Expo did something for each one of us that could not be done in any other way: it exposed us, at one and the same time, to the exciting life of a great city, to an infinite variety of people, to ideas, to beauty."



Paul M. Cook, a teacher at Fergus High School, collects the weekly returns from his students.



He says: "I saw students standing rapt before paintings which could normally be viewed only in Europe. I heard them trying bravely to speak French. I saw them in conversation in the various pavilions with Indians and Israelis, Japanese and Africans, Australians and Russians."

"The pavilions of Britain and Czechoslovakia were works of art which excited the admiration of everyone. *Labyrinth* made the most profound impression on a group of my students who rushed up to

me gasping: 'It's all the symbolism of *Heart of Darkness* that we've been talking about in class.'

"The success of Expo lies in the richness of the experiences it provided," says Mr. Walker. "This is a success which cannot be measured, but I know it will be manifest for years to come as the broader interests, profounder understanding and greater sympathies which we all brought away with us continue to develop."

Education council

Canada's education ministers formally established a permanent Canadian Council of Ministers of Education at their annual meeting held in Regina, September 25-29. Ontario's Minister of Education, the Hon. William G. Davis, was elected as the Council's first chairman.

The purpose of the Council is to foster inter-provincial co-operation in education and promote the development of education as a national priority. The Council will carry out its activities through a secretariat.

The new Council will encourage inter-provincial co-ordination of such matters as educational planning and development, exchange of research information, educational television, teacher exchange and economic studies relating to education.

The ministers of education first began their annual meetings as a standing committee in 1960. The urgency for more frequent meetings and a formal organization arose out of such problems as the implementation of national programs of manpower retraining and development in conjunction with the federal government.

At last year's annual meeting of education ministers in Vancouver, an ad hoc sub-committee of five ministers was appointed to investigate the possibilities of establishing a permanent council. Their recommendations were put forward at a meeting of all the ministers in Toronto in January of this year.

At another Toronto meeting in June, the ministers of education agreed to the establishment of the Council. Their proposal was subsequently ratified by the ten provincial governments.

The provinces will provide funds for the setting up and maintenance of the secretariat on a per capita basis. Ontario's share, 34 per cent, will be the largest. On behalf of the Ontario and Quebec Departments of Education, the Hon. William G. Davis and the Hon. Jean-Jacques Bertrand have offered special assistance toward the immediate initial establishment of the secretariat through contributions of facilities and the loan of senior technical staff.

Manpower

Co-ordinators of Ontario's Manpower Retraining Program met in Windsor, September 18-20, to consider all aspects of adult education in the province.

More than 70 co-ordinators, guidance counsellors and educators from 42 adult education centres registered for the three-day conference.

These men and women, employed by local boards of education, work closely with industry, the local Canada Manpower Centre, and the Ontario Department of Education to determine future job opportunities and provide required adult training programs.

Over 70 different manpower retraining courses are currently in operation in Ontario. Total enrolment is more than 13,000.

Dr. Edward W. Brice, U.S. Department of Health, Education and Welfare, told the conference that practical illiteracy in the United States is now defined as "less than high school graduation". Rapid changes in technology have so greatly reduced the job opportunities for unskilled workers

that high school graduation is now considered a bare minimum.

"Programs of adult education designed to fit the unemployed for available occupations," said Dr. Brice, "should therefore necessarily include training in the basic reading and number skills as a foundation for the specific occupational training desired."

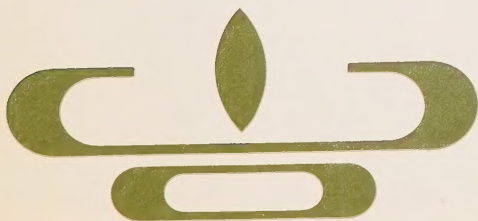
"Adult basic education is the foundation upon which any program to train and retrain adults must be built," he said. "It is both the door to vocational training, and the path away from chronic social dependency, unemployment, and personal deprivation."

Delegates were told there is a great need for complete knowledge of adult educational opportunities from other sources. These include correspondence courses offered by the Ontario Department of Education with an annual enrolment of more than 35,000; leadership training programs offered by the department's Community Programs Section; on-the-job training in industry; and university extension courses.



Left to right: Joseph S. Mencel, co-ordinator, Ontario Manpower Retraining Program, Windsor; Donald C. Ahrens, district supervisor, Ontario Manpower

Retraining Program; E. Lawrence Kerridge, administrator, Ontario Manpower Retraining Program, Applied Arts and Technology Branch, Ontario Department of Education.



Special education

A Canadian Organization of Educators for the Deaf and Blind was established in principle at the first meeting of Canadian deaf and blind educators held in Milton, October 12-14.

W. Keith Clarke, administrator, Schools for the Blind and Deaf Section, Ontario Department of Education, was appointed chairman of the six-member planning committee. The other appointees are: Stewart E. Armstrong, superintendent, Ontario School for the Blind, Brantford; Donald E. Kennedy, superintendent, Ontario School for the Deaf, Milton; Charles R. Allen, superintendent, Halifax School for the Blind; Father E. Telmosse, superior, Institution des Sourds-Muets, Montreal; and Peter Freemantle, superintendent, School for the Blind and Deaf, Vancouver. The committee will co-ordinate and continue the activities resulting from the conference until the next meeting planned for Nova Scotia in 1969.

Superintendents, administrators and principals from every school for the deaf and blind in Canada were present at the three-day meeting. These delegates expressed the growing wish that wherever possible deaf and blind children should receive education in their home community. They said they believe the future of residential schools will be for educating multiply handicapped children and those deaf and blind children who come from sparsely settled areas.

Sun Parlor School

The new addition to the School for Retarded Children in Essex was officially opened October 19. The institution, administered by the Essex Retarded Children's Education Authority, is known locally as the *Sun Parlor School*.

Among the new facilities at the school is a large play room which will provide the 70 students in attendance with a more extensive physical education program than was previously possible.

Keynote speaker at the opening ceremony was Frederick J. Reynolds, administrator, Schools for Retarded Children Section, Ontario Department of Education. Mr. Reynolds acknowledged the valuable co-operation of the Essex County Association. He also praised the work being done by the teaching staff headed by Mrs. Dorothy Ray.

Mr. Reynolds pointed out that in the past decade alone, the educational opportunities for retarded children have increased quite dramatically. The number of schools has more than doubled from 42 in 1956 to 97 in 1966.

Computers

The Regional Data Processing Centre, a research project of the Ontario Institute for Studies in Education, was officially opened October 3.

The Centre, which explores the uses of computers in education, now serves 79 elementary and secondary schools with a combined enrolment of over 26,000 students.

Currently there are several projects underway at the Centre. One of these projects designed to improve the educational process is the Student System. This is a computer orientated program planned to answer two specific complaints: that classroom teachers are forced to spend too much of their time performing non-academic clerical functions; and that research people are unable to locate sufficient student data in readily usable form.

The Hon. William G. Davis, Minister of Education says: "The Regional Data Processing Centre is an important resource required to effectively utilize the large-scale computer within education. The opening of this Centre, the first of its kind in Canada, is a significant and stimulating development for educators at all levels."



Ronald Walenius, co-ordinator, Regional Data Processing Centre, explains the uses of the centre's computers and equipment to opening day visitors.



ETV

The Educational Television Branch, Ontario Department of Education recently began its utilization program, a unique scheme to help teachers and students throughout the province use educational television as a creative classroom aid.

Under this program, five teams of two men are based in five Ontario areas. General co-ordinator for the utilization program is F. William Hyder, Toronto. The other regional co-ordinators are: William G. Gibben, Kenora; Earl Knickerbocker, London; Jean Léveillé, Ottawa; and Oelis B. Sasan, Sudbury.

Each team is composed of a regional ETV co-ordinator specially trained in advanced television techniques, and a technician who is responsible for the operation and maintenance of equipment. During the academic year, the teams will visit schools in vans fully equipped with up-to-date audio-visual equipment and a library of representative educational television films.

With television fast becoming an important part of the modern educational approach, the utilization program will serve to bring attention to its many uses.

"The chief aims of the program," says Dr. Vera M. Good, assistant superintendent, Educational Television Branch, "are to help teachers and their classes use educational television effectively, and to gather comments and criticism from teachers and students so that our present work may be assessed and our future work modified to suit the needs of schools in the province."

Teaching, perhaps?

What do you want? is the new movie produced for the Ontario Separate School Trustees Association to interest secondary school students in teaching.

The film, which is a 15 minute glimpse into what life as a teacher is like, was produced primarily to interest high school students in becoming teachers in the Ontario separate school system. "However," says Chris Assef, executive secretary, Ontario Separate School Trustees Association, "we purposely made the film so that it can be shown to high school students everywhere. Teachers are needed everywhere, and if we encourage someone to enter the teaching profession, we will feel we have done a good job."

The film opens with a rock and roll group singing the theme of the movie *What do you want?* The theme has caught on so rapidly that the Association has had records produced to be distributed at showings of the film.

Gym team

The internationally renowned Danish Gym Team conducted two special physical education clinics at York University, Toronto, October 6-7.

The clinics, sponsored by the Community Programs Section, Ontario Department of Education, provided advanced training for leaders of rhythmical gymnastics for women and apparatus gymnastics for children.

During the past two years, Community Programs has established a number of physical recreation programs throughout Ontario. The visit of the Danish Gym Team gave the leaders of such programs the opportunity to observe highly skilled athletes at work.

"The Danish Gym Team is a remarkable group," says Elizabeth Hill, physical recreation adviser, Community Programs. "They are specialists in rhythmic — the art of moving without tension. Unquestionably they were a great help and a source of inspiration to our physical recreation leaders."



Comment

Whatever the goals or procedures for assessment applied to education, they have inevitable effects upon the nature and function of the curriculum and assessment workers alike . . . We cannot afford to destroy with one hand what is built at great costs with the other. Any assessment program must, therefore, meet at least the following criteria:

1. *Assessment must value and maintain the diversity of our people.* We are a nation of many cultures and our proudest traditions rest upon the dignity and worth of the individual and the protection of the rights of minorities. To this end assessment must value and encourage a diversity of schools properly expressive of the ethnic, religious and geographic backgrounds of our people and fulfilling the multiplicity of objectives demanded by local communities of their schools. Sensitivity of schools to local needs is an essential characteristic of a democratic society.
2. *Assessment must protect and encourage uniqueness in students and citizens.* Even as plurality of cultures characterizes our society so opportunities for individual development and growth must be prized. This includes an awareness of the cultural heritage of the individual and a chance to go beyond that heritage in terms of the individual's own growth and potential. A dynamic society cannot afford to stifle creativity and uniqueness in its young.
3. *Accurate assessment of educational outcomes requires exploration in breadth across the full range of educational objectives.* This includes social, emotional, vocational, health and artistic goals as well as basic skills and intellectual growth. Where valid procedures for assessment of these broad objectives do not exist, they must be developed. Data obtained from a limited sample of these objectives or from limited instruments can provide but a distorted picture of educational accomplishment.
4. *Adequate assessment also requires exploration of learning in depth.* Learning may vary from superficial "knowing" to effective, efficient "behaving". It is not enough that schools produce students who "know" better. The only valid criterion for effective learning is whether the student behaves differently as a consequence of having participated in the process. Proper assessment must be directed to the deeper questions of effective behavior.
5. *Assessment must explore the changes in students over periods of time.* The static assessment of a sample group of learners at a particular point in time fails to distinguish the effects of education from the effects of parental or other environmental

influences. Adequate assessment programs must include measures of growth and change to assess outcomes properly. 6. *The effect of the assessment procedures themselves on the nature and function of the educational process must be appreciated and continuously subject to scrutiny.* As large-scale assessment of the effectiveness of education begins to take place there are dangers that curricula will be tailored to fit evaluation instruments and that sterile uniformity will replace healthy diversity. The proper outcome of large-scale assessment is the use of data as the basis for further dialogue and clarification of the objectives and means of education. It must further rather than inhibit the above stated objectives.

Reprinted from News Exchange, March 1967—Vol. IX, No. 2, published by the Association for Supervision and Curriculum Development, Washington, D.C.

The district secretaries, Community Programs Section, Ontario Department of Education, held their first annual conference at Lake Couchiching, September 25-28. Discussing office methods and procedures are: left to right: Sharon McGillivray, Dryden; Ollie Sawchuk, Port Arthur; Kay Walkinshaw, Waterloo; Marnie Keegan, London; Claudette Lahaie, Ottawa; Shirley Rowe, North Bay.

Centennial College

The board of governors of Centennial College of Applied Arts and Technology, Scarborough, has announced that courses formerly offered by the Provincial Institute of Automotive and Allied Trades, Toronto, will now be incorporated into the Centennial College program.

Approximately 16 acres of land, plus a building providing 67,000 sq. ft. has been purchased from the Volkswagen Company near the corner of Warden and Eglinton Avenues. These facilities will provide for the integration and expansion of this very important aspect of education and training under the Centennial College of Applied Arts and Technology. It is anticipated that the program will grow and provide a wide spectrum of courses in the motive power field, including courses at the technological, technical and journeyman level.

Dr. Reginald F. Stackhouse, chairman of the board of governors of Centennial College said: "This development will be of the utmost benefit to the people of Scarborough and East York. It will widen opportunities for people, through education, training and retraining, to prepare themselves for positions that will serve the community and improve their own lives. This will add another 600 students to our full-time enrolment. In addition, the retraining program will serve a total of 2,000 students annually. Within a year of its opening, Centennial College will thus become one of the largest educational institutions in Scarborough and East York."



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Editor's note

Yuletide greetings to all.



County boards

Boards of education responsible for public elementary and secondary schools will be established in Ontario on a county-wide basis.

Beginning January 1, 1969, these new boards will operate schools in the cities and towns of each county in southern Ontario. However, boards of education in Metropolitan Toronto and certain large cities of the province will not be altered by the new system and will continue to operate the schools in their municipalities.

In northern Ontario, where there are no counties, larger units will be established for the administration of public elementary and secondary school education. There is also the possibility that larger administrative units will be introduced for separate schools throughout the province.

With the introduction of this new system, the number of school boards will be reduced to approximately 100. At present, Ontario has over 1,600 school boards—882 for elementary schools; 246 for secondary schools; and, 526 for separate schools.

These larger administrative units will be able to provide an improved system of education in their areas. They can now offer increased services for children with various disabilities such as perceptual impairment, reading difficulties and psychological problems.

The new school boards will be directly responsible to the electorate and will levy their own school taxes, rather than requisitioning funds from local councils which is the procedure now. The cost of education will be spread across the entire county and will eliminate present variations in school taxes found in some areas.

The new system of school boards will encourage long-range educational planning and adequate financing of capital and operating expenditures. It will also avoid duplication of services.

The Ontario Department of Education will offer increased financial assistance to aid in establishing and operating the new administrative units.

The creation of county school boards for the administration of public elementary and secondary schools is the most recent step in the plan for increased educational responsibility at the local level.

In making the announcement about the reorganization, Prime Minister John P. Robarts said: "Vast improvements in transportation and communication have removed much of the element of isolation from rural living in almost all areas of Ontario. With this change in the lives of the people has come the recognition that the small school districts must make way for larger units of administration if we are

to achieve our goal of equality of educational opportunity for every child."

He said: "We have already come a long way towards meeting our objective . . . But, while we have advanced into a new age of education, we must continually work to ensure that our educational system is the best possible to meet the needs of our young people."

Outward bound

A two-week *self-test* in the Canadian wilderness is not usually part of the school curriculum. But for Grade 11 students at Atikokan High School this test forms part of their educational program called *Outward Bound*.

Atikokan High School has developed this unique program for its Grade 11 students. They must spend at least 20 days of their regular curriculum following a difficult schedule in the wilds of northwestern Ontario which challenges them both physically and mentally.

One of the jaunts for these students, who call themselves the *Outers*, takes place in March. It is a 20-mile snowshoeing hike lasting 11 hours, through bush, and across deep snow on frozen lakes.

In early June, the *Outers* enter the woods once more. This is the major test for Grade 11 students who have done well in their spring examinations and do not have to write their finals.

It is a two-week trip during which the boys must travel more than 200 miles and the girls about a 100. The students learn to overcome fatigue and self-doubt and to adjust to strange situations. They carry heavy pack sacks and paddle and portage 18-foot, 175-pound canoes, which are built in the school.

The *Outers* can be seen trekking through Quetico Park and following original trails cut by Indians, fur traders and some of Canada's greatest explorers. It is on the famous Dawson Trail that the boys break away and go south, along the historic boundary waters route that separates Canada from the United States.

After six days of intensive activity and hard slugging over more than 60 miles of trail, students are dropped off by themselves in isolated places around the shores of a lake. This is called their *Solo*.

For three days and nights each student is totally alone, equipped only with food, enough shelter for survival, and a whistle to blow in case of trouble.

For the most part, the teachers try to remain in the background. But they are always ready to step in for emergencies.

The Atikokan High School program is fully sanctioned by the Ontario Department of Education and was recently filmed by a CBC television crew.

Behaviour centre

The University of Guelph has established a Centre for Educational Disabilities to study learning disabilities and behaviour abnormalities in children.

The new centre deals with the learning disabilities and behaviour disturbances noted in children attending regular school classes. The more severe cases which require institutional treatment are not the main concern of the centre.

Research being conducted at the Centre for Educational Disabilities falls into four main categories. They are: techniques for teaching the slow learner; mental processes that underlie learning and non-learning; basic causes of learning disability and failure; and early detection of learning difficulties in children.

The centre maintains very close liaison with schools in the area, according to Dr. Denis H. Stott, chairman of the Psychology Department at the university. A small number of children with disabilities are drawn

from local schools for the experimental classes being conducted by research psychologists at the centre. In addition, local teachers and educational administrators participate in the program.

These teachers contribute to development of new methods of teaching and therapy, master new techniques which prove successful, and carry these new techniques back to their own schools.

"The emphasis of the centre is upon development of knowledge and educational skills," says Dr. Stott. "The centre has not been established as a large scale training program for teachers who deal with problem children. Rather, it conducts research oriented programs, which will try to pioneer new methods."

"We hope that those new methods being developed at the centre, and based on the research done under its jurisdiction, will provide the basis for improved teacher training in other institutions. But no attempt is being made to compete with the main programs of teacher education now in operation in the province," explains Dr. Stott.

At present the centre is only accepting a limited number of children. But once accepted, each child is the subject of a comprehensive assessment and is given a course of remedial instruction or therapy including interviews with the parents. However, the centre does not offer a general counselling service, says Dr. Stott.

Cultural exchange

Ontario's educational and cultural exchange program was established this year in the Department of Education to co-ordinate the vast number of exchange and travel programs organized in the public and private sectors of the province; to inform the public of such programs; to assist private organizations sponsoring exchange; to promote educational and cultural exchange interprovincially and internationally by the Ontario government; and, to co-operate with the federal government in developing at the provincial level cultural agreements signed by Canada with other countries. Co-ordinator for the program is Charles E. Rathé.

To date the service has aroused interest and activity by both government and private organizations. The Ontario Department of Agriculture and Food has announced a project to bring Korean farmers to Ontario to study our agricultural methods. Organizations such as Visites Inter-provinciales, the Council of Christians and Jews, and World University Service are also carrying on exchange programs.

This past summer, the exchange program supported several activities. It participated in the International Sculpture Symposium at High Park, Toronto, and the Centennial Visual Arts Purchase Program of the Art Institute of Ontario. Its aid to the Ontario Folk Arts Council made it possible for over 15 folk-dance groups, bands and choral societies to perform in festivals across Canada.

A pamphlet outlining exchange possibilities for schools and universities will be published shortly by the service.

University admission

Common admission procedures for university entrance have been adopted by Ontario's 14 provincially assisted universities.

A student completing Ontario grade 13 in 1968 and seeking entry to an Ontario university will complete a single multi-copy application form to be forwarded to the universities of his choice.

Formal offers of admission may be made to candidates after May 15, 1968. One month later universities can ask a candidate to indicate formal acceptance of an offer of admission, and a deposit of up to \$50, to be applied to fees, may be required to confirm the acceptance.

The new procedures do not compel a prospective university entrant to commit himself by June 15. He will still have the option of deferring his application until later. But if he does so, he takes the chance that all the places will be filled in his first choice university or course.

The universities are expected to require every Ontario applicant to take the Ontario Tests for Admission to College and University (OACU) which are administered by the Ontario Institute for Studies in Education in the secondary schools.

Books

So I shoot out of bed like you see in the TV commercials and thank God I'm living in a house heated by ESSO and I dash downstairs where the family is already around the table, and I give Mom her hug and say, "Hi Dad!" to the guy sitting behind the Globe, and I look at my plate and say "Wow!" and "Oh boy!" because it's the same power-packed Cheerios I get every morning.

A new wrinkle in commercials? An excerpt from a book by a celebrated avant-garde author? A personal letter?

No, none of these things. The lines are the beginning of a remarkable essay called *We Can Hardly Wait* by Klaus Walther, a Toronto secondary school student. The piece may be found in **Centennial Leaf**, a bound collection of poetry and prose by high school students across Canada.

The anthology, compiled, edited and published by Grade 13 students at Toronto's York Memorial Collegiate Institute as a Centennial project, retails at \$2.50 per copy. It offers a look into the hearts and minds of contemporary youth. Here may be found delight, puzzlement, confusion and even shock, so diverse is the material.

As might be expected, many of the contributors have taken the opportunity to plead the causes of teenagers...

So adults bear with us,
And try not to be blue,
In just twenty years,
We'll be critics too.

chants one poem. While an essay called *The Modern Teenager* chides sociologists and parents for their "tendency to mass all teenagers into a single group, either good, bad or indifferent".

Both of those items are the work of girls in Springhill, Nova Scotia, where, it seems, youth has as much trouble asserting itself as in cosmopolitan areas.

A strange piece called *Give Me Love* — chronicles the impressions of an infant Siamese twin. And death, violent and otherwise, is a subject approached often and with some candor.

Wisely, no attempt has been made to provide translations of the work of French contributors. A little effort should bring English-speaking readers considerable pleasure from the melancholy poem "L'Hiver" by Helene Raciot.

Perhaps the most astonishing thing about this anthology is the awareness demonstrated by these very literate students. They are apparently without fear, writing candidly in colorful terms on matters which cause them not only joy and pleasure, but unhappiness and concern about the world they have inherited.

E. Douglas Hughes

Centennial Leaf may be purchased from: Macmillan Company of Canada Limited, 70 Bond Street, Toronto 2, Ontario.

Mobile reading

A preview of things to come in Ontario education is resting for the moment in a trailer parked at the new Sudbury shopping centre. This trailer, a first in Ontario, contains one of two mobile remedial reading labs in Canada.

Its base of operation is the Sudbury regional office and resource centre of the Ontario Department of Education. And as soon as a power unit for heat and light is installed, the van will begin serving the smaller communities and school systems in the mid-northern region.

The 40-foot long trailer carries the most modern and up-to-date equipment for teaching students how to improve their reading skills and for helping teachers to improve techniques of instruction.

Three specialists will operate the van. They are: A. Joseph MacAskill, remedial supervisor; Murray K. Spence and Doris M. Paul, remedial consultants.

The van is divided into four sections: a group instruction area, an individual instruction area, a library and group study area and a teacher's office.

In the group instruction area, six listen-response positions are located at each of the three student tables. Each position is equipped with a headset as well as a microphone to talk with the teacher.

The instructor is equipped with a console in the instruction area. From here he can distribute various types of audio programs to the students in the group or individual instruction areas. This console provides two tape decks, a record player and provision for the use of other equipment such as educational television.

An overhead projector and a controlled reader — a projector that flashes words, sentences, or stories on the screen at various speeds — are also available in the group instruction area.

Moving back into the individual instruction area, there are six carrels or separate compartments, each equipped with a small controlled reader, headsets and microphone. Individual audio and visual programmed reading in this area allows a student to participate in self-paced study.

The library and group study area offer reading labs, a high-interest, low vocabulary book collection and projection tapes, which are self-contained stories complete with tests and questions that a student can study at his own pace.

Again, each seat in the group study area is equipped with a headset and microphone for instant communication between teacher and student.

At the back of the van is the teacher's office for administrative work. A telephone in the office can be connected to any school where the van is located.



The van can be used to aid reading speeds and comprehension of all students who have reading troubles, from kindergarten to Grade 13. The equipment can also be used to instruct teachers in the latest remedial reading techniques.

At present, the van will not operate in Sudbury. Its services are designed for smaller towns and schools in the mid-northern region from North Bay to Wawa.

G. Rodger Allan, regional superintendent, Ontario Department of Education, says: "Skill in reading is basic to all education, and improving this skill has an unquestioned effect on the student's whole educational program. This is why we chose the remedial reading van rather than another type of mobile lab which would benefit one small part of the curriculum."

The van is part of the resource centre being set up at the Sudbury offices of the Ontario Department of Education. This centre will eventually employ education experts in all fields, and provide the latest equipment such as the remedial reading van and closed circuit television.

Deane Irwin
— reprinted from the Sudbury Star,
October 14, 1967.



Reaching these students

The culturally deprived child has it made. He is upward bound from slum to suburb — his horizons highered; his youth unlimited; his poverty vanquished in a recent war.

Such, at least, is the impression the general public receives when the new crusaders go clanging past. As a teacher of the culturally deprived, I am tremendously encouraged by the genuine interest that lies behind all the slogans. But I am afraid that the new interest may die as the noise dies, and that unless very basic attitudes of public school systems toward these students can be changed, the efforts of a great many intelligent and concerned people may be wasted.

The public school system's attitudes are usually embodied in a detailed curriculum guide, and it was in that form that I first met them when I began teaching high school English two years ago in a large integrated urban school. I could not help being appalled by the reading program for low ability groups. The reading list was made up of easy books that preached *good values*, but that made no pretense of adult interest or literary merit. Their titles alone — *Little Britches*, *Wolf Eye the Bad One* — were enough to tell my most ignorant students that they were children, and would be treated accordingly.

Low ability

In spite of the fact that the classes I will describe here were *low ability* sections in which the average I.Q. was theoretically about 85, the students were by no means children. Most had already experienced the extremes of hate, love, and fear. Several had had illegitimate children; four or five were on parole; two had been raped by homosexuals in the reformatory. There were others who shut out the evil their classmates knew, and held fast to fundamentalist religion or race pride. And there were some, coming from *bad* backgrounds as well as good, who faced the world openly and had survived relatively unscathed. The one characteristic most of them shared was that they knew too much about too little, and they had run, as one of my students wrote in a poem on loneliness, "to only here". My job was to reach them where they were, and then show them where they could go.

Encouraged by a sympathetic administration, I abandoned the curriculum guide, though not without many heated arguments with other teachers. I replaced books like *Little Britches* and *Wolf Eye the Bad One* with *Huck Finn*, *Catcher in the Rye*, and *Lord of the Flies*. Each of the latter books is an exciting story of young people, portrayed in a realistic manner

and written in a straightforward style. Each is a book of recognized literary merit with a theme that struck the core of my students' lives. Admittedly the books were hard — all of them had been taught in college — and my eleventh-grade students were only reading at fourth to eighth grade level. Yet I was sure that with help they could handle the material — if they wanted to.

The problem was to get them to want to. I began with *Huck Finn*, and after the initial excitement — "He talk like we does" — I met passive resistance. The students did not seem unable to discuss the literature, but they were certainly unwilling. I suspected that the mixed racial composition of the class was behind this reluctance, but the students would not admit it. As I pressed them harder, however, I discovered that racial antagonisms were not only deep, but they could sometimes control most of my students' thinking. I realized that racial tension was one of the things that had made our previous discussions stilted. Stereotypes and fears were so strong that it was impossible to discuss openly even the simplest boy-meets-girl plot. And when students would not even admit that their racial feelings were important to them, *Huck Finn* was dynamite, and they knew it.

To begin discussion I invited to the class an integrated college panel representing integrationists, Black Muslims, and conservatives. They argued about race among themselves, and once my pupils saw that older students could disagree about race and still remain friendly, they began to loosen up. One boy finally spoke his mind, and we were off. The panel, which was invited for one period, ended up staying all day, with dozens of students pouring into the room during their lunch period. They wanted to continue the discussion, so an inter-racial discussion group was formed which has been meeting weekly for two years. The members of this group have been instrumental in setting up a series of concerts and lectures, a tutorial project for elementary students, and a Negro academic society.

Writing plays

In order to build upon my students' newly found willingness to talk about race, I tried to relate their reading of *Huck Finn* as closely as possible to their own lives. I divided the class into groups, and asked each to write a short play about a modern racial incident in which one race learned something about the other. Each student made up the lines for one character, with whites taking Negro parts, and vice versa. The rough drafts were then revised by the group.

This revision turned out to be the most exciting part of the project, for violent

arguments erupted on who would be likely to say what under what circumstances. The clash of stereotypes was deafening, but amid the clamor were the quieter notes of realization "Nobody'd care much if I married a chink. Then how come . . .". The plays were finally recorded on tape and analyzed by the class. One group became so involved that all six of them came after school on the day Christmas vacation started to make a better recording of their play.

After the holidays

Vacation was wonderful. I went off to ski and relax, comfortable in the belief that my students were not only understanding good literature, but that what they were understanding was changing their lives, opening realms of thought from which they had previously been excluded. My first class after vacation brought doubts again. It became clear that one Negro student had not understood *Huck Finn*'s use of the word *nigger* — a point I thought I had explained fully. I let the class discuss his objection and explain it to him, but I was upset that such a basic concept had escaped anyone. It was not until I remembered our first discussions of *Huck Finn* that I realized what a tremendous change had occurred. The fear of discussing race was gone; in its place was an open interest. The narrow personal viewpoint was broadened by historical perspective. Tolerance was replaced by tolerance. My students were still making mistakes, but they were able to work toward understanding.

My own understanding had been steadily increasing. I soon began to realize that race was only one of the factors that limited my students' ability to understand themselves and their society. Discussion of race had been an exciting beginning, but I hoped that literature might offer other ways of broadening the narrow channels in which they habitually thought. Yet before I could teach literature successfully, I needed a way to break up the class hour to keep within my students' short attention span. More important, I needed a way to give personal attention to each student every day, and a way to draw out the recalcitrant ones.

I hit upon one relatively simple remedy for these problems when I tried playing tape recordings of the books we were studying. Using a discarded set of fifteen earphones from the language laboratory, I divided the class in half, so that fifteen students listened to the tape recordings for about a quarter of an hour.

The recordings were as dramatic as I could make them, often utilizing the voices of my family and friends, and incorporating a stirring bongo drum accompaniment played by one of my students.

They were designed to give the class a sense of how the novel should *sound* to their inner ear. I had noticed that even when my students knew the words they read in short phrases, Dick and Jane fashion, they often did not have enough steam to plow through the semicolons of an adult style. Sometimes they took so long to get to the end of a sentence that they had forgotten the beginning. I hoped they could use the recording to help them catch the sweep and flow of English prose, without bogging down on unfamiliar words. To accomplish this, I had them read silently while listening to the tape, moving a card down the page so that I knew they were actually at work. With eyes, ears, and hands busy, I had them trapped. They had to learn.

One group wrote while another listened. Then they switched, and the listeners read out loud the same passage they had just heard, using as much expression as possible. Since they had just heard me *reading like you meant it*, as one said, they were much less hesitant about trying it themselves and much more willing to take suggestions. After five minutes of reading, we discussed the passage, relating it to the rest of the book. During the third fifteen-minute period of the class hour, the first listeners wrote a short assignment while I discussed the reading with those who had just finished listening to the tape recorder. These discussions were the most exciting I had all year with any class, and several times I left the room with the hair on the back of my neck tingling. For ten minutes at least I had had the public school teacher's dream — a class of fifteen, all of whom had just read the material, were anxious to talk about it, and were thinking hard before they spoke.

I usually related the short writing as and here again the immediacy of the reading, personal attention, and the flexibility of the situation were major factors in producing good writing. For instance, while the first group was reading *Catcher in the Rye* with the tape, I had the other group writing about the reasons they disliked school. As I circulated through the room, I realized that my question had not led to understanding, but had only intensified the hostility the students felt against school and teachers. They seemed to resent writing on the subject because of a sense that their feelings were not in a position to condemn it. To help the students understand and explore this feeling I switched assignments for the second group, and taking my cue from a dissected worm which happened to be in the room, I asked them to pretend that they were worms who could see. What would it be like to be a worm coming up in the middle of a country road? a bustling city? a drag strip?

I wanted to shock the students out of

the clichés into which my first assignment had unintentionally forced their thinking. At the same time I hoped to give them a concrete analogy that could be used to show how Holden's *worm's eye view* was both revealing and yet distorted. While most of the students wrote on the level I expected, one perceived my underlying purpose. Drawing on our discussion of the book's symbolism, he wrote an allegory of *Catcher in the Rye*.

The allegory

His worm actually represented Holden, disgusted by the dirt, and afraid that society was a ruthless giant that may squash him, or *can* him in an asylum. In the book, Holden was also afraid of being *frozen* into society, just as the fish were frozen into the Central Park pond. But in my student's paper, the fish — those who survive in society — represented a more immediate threat, one so intensely felt by the class that they discovered the paper's symbolism at once, and began a hot discussion on the necessity for responsible social criticism, and the danger of non-conformity.

If a worm had eyes he would of seen lots of dirt. The people around him would be terrifying giants. He would half to watch where he was going 'cause he easy be step on and killed. His home might be tore up, and he be taken away and put in a can or box. Or the poor worm might be stuck with a hook, and drop threw a hole in the ice and be eat up by the fish.

These sudden flashes of brilliance, understanding, and insight were a constant source of bewilderment. Though I hoped to stimulate them, I never knew what form they would take, or from whom they would come. One of the most disquieting of these papers was written in response to an assignment on *Lord of the Flies*. To prepare the students for the symbolic confrontation between humanity and evil, I asked them to imagine the conversation between Simon, the lonely mystic, and a rotting pig's head, representative of the evil that had come to dominate the island. I appropriated a pickled dog's head from an incredulous biology teacher, set it up in front of the class, and the students went to work.

The grisly minded had a field day, and even Fred, the one kid in the class whom I considered a dolt, was busy scribbling away. I watched him grip his pencil awkwardly in his fist, scrawling words that made a jarring descent across the page. There was scarcely a capital letter or a period on the page and only a dozen words were spelled correctly. Graded as a conventional essay his paper was a disaster, another failure from a kid I already knew was stupid. But as I studied his strange hieroglyphics, I realized that if the

spelling were corrected and the words respaced on the page, his failure became a striking poem. Dittoed the next day, it startled the class as much as it had me, and stirred an interest in poetry that led to a comparison of Cassius Clay and Beowulf, and eventually drew the whole class into composing their own poems.

It was a vine of flies
on a monster
that hurt my world.
My friends were Jack and Ralph —
a world of loneliness.
Jack remembered:
his world of hatred
spears ranged
pig's head.
Ralph remembered:
crying for me.
And then I ran
to only here.

I still cannot explain how Fred did it. He never came close to repeating that performance though he often tried. But from then on I knew that behind his mask of stupidity lay a mind with a remarkable ability to condense its experience into a few poignant words. I could not measure it, and I had understood it only once, but I knew it was there.

I believe there are many minds like Fred's. I know at least that many of his classmates were enthusiastic in their response to good literature. They not only bought many of the books themselves — in some cases the first book in the house — but they sought out other books I recommended and brought their own choices for me to read and comment upon. They were willing and able to judge a new book on its merits. As a test case I taught *Mama's Bank Account*, one of the better books recommended by the curriculum guide. The reaction against reading such *kid stuff* was intense. One boy scrawled on his book cover, "The book of nonreading"; another passed in a blank test paper with a big *F* marked on it, and at the bottom a notation, "If you give us another book like this one I will shot you." Discipline problems began to worry me again. There had been almost none for the last several months, in spite of the impressive stack of suspension notices my students had collected elsewhere. All of this evidence confirmed my belief in teaching good literature. However, I discovered that because of the easy material, comprehension test grades were much higher than usual. I asked the students to vote on which they would rather have: good grades or good books? The result was an encouraging vote for culture.

Now, in the middle of my third year of teaching, I feel more confident about the convictions with which I started. I still believe that students who can read anything deserve to read good literature, because

good literature speaks about things that are important to them. I do not believe that clothes, or parties, or even cars are the most important things in their lives — all appearances to the contrary. I have seen them weeping for a dead classmate and a dead president. At parties I have been swept up in the joyous and spontaneous rhythms to which they dance. And in the dean's office, I have watched them sulking in anger, desperation, and loneliness. I hope that I have been able to find books that will give perspective to these feelings and help my students understand what they feel.

I believe that such a perspective is the most fundamental aspect of our culture, and is the way we profit from the struggles of our civilization's greatest minds. I am not sure that in itself the study of literature will *humanize* — I have known too many warped and bitter English teachers — but it does offer one way to add breadth to understanding. A good writer's exploration of his theme deals with our most deeply felt convictions, and by knowing his work we get some perspective on our own lives. My students desperately need that perspective, and their lack of it is the cultural deprivation with which I am most concerned.

I know that in itself cultural perspective will not train my students to write standard English, or speak an accepted dialect. But without it, they have no reason to learn these skills, as they believe that they are caught in a system that offers them no future, one that treats them like stupid children. For students in such a position all of life is a nightmare. One of them told me what that nightmare means:

A nightmare is the past, present, and future. I am going to tell you one I had. It was noon and it clouded over and began to snow. The funny thing was the storm came up so suddenly that no one was ready for it. The snow itself was funny looking — a bright red. It kept up for a long time, and the city was buried. When the rescuers came they found people still stuck in their cars.

The frozen people were thawed out and seemed all right, but there was something wrong. It was as though they had lost their minds and had acquired the mind of an animal, like a dog or a cat. Then they found a dog that acted funny when they thawed him out. He started sending Morse code out and told them he was a man, and was alive but could not talk. This was the result of being frozen in the funny snow.

They do not know what made the snow. But if you are ever out and a storm moves in and starts to snow the way this one did, run for cover and stay there until it stops snowing. Otherwise you will end up like me — a dog with a man's brain.

Terry Borden
— reprinted from *Saturday Review*
February 19, 1966.

Innovations in 13

The *new freedom* in Grade 13 English has been readily taken up at Earl Haig Secondary School, North York.

Gordon Johnson, head of the 22-teacher English department at the school, sees great advantages in the abolition of the Ontario departmental examinations. Under the new arrangements at Earl Haig, 50% of a student's mark in English will come from an examination set by the school's own English department and the other 50% from term work. Mr. Johnson feels this 50% can be awarded for anything within the English curriculum, drama, poetry, fiction-reading and speaking as well as essay-writing.

"Formerly, it was not much use for a student to be good at poetry because he would not earn many marks for that. But he can now," says Mr. Johnson. "This new system recognizes that a student should develop the areas in which he is interested."

And the teachers are offering the students a variety of ways to develop their talents.

At least two innovations from Expo 67 have been adapted to Grade 13 English at Earl Haig. Students are employing the total environment theme from the British Pavilion and the film techniques from *Laterna Magika* in their current drama

selections, *King Lear* and *A Man for All Seasons*.

As a result, one Grade 13 class at Earl Haig has already drawn up a blueprint for a total environment pavilion which will attempt to put the spectator into Lear's realm and times. Pictures, artifacts and film will be used to illustrate the political and moral atmosphere of the period.

All very mod at Earl Haig? Not quite. Other classes in Grade 13 are not so ambitious or extravagant. One is taking a seminar approach to the two plays. After reading each play, the students turn to critiques, read and analyze them in group discussion. And, of course, the traditional approach — a quiet reading and in-class performance with explanations from the teacher — still exists.

"Teachers know the best way they can get a subject across," Mr. Johnson says. "It would be unwise to insist on one approach for each topic. It just would not work."

Geoffery Meggs, in Grade 13 at Earl Haig, leads a class discussion about plans for their total environment English pavilion.



Science conference



Mrs. Gordon Cunningham, a teacher at Victoria Park Secondary School, North York, shows how to use an early telegraph key.



Over 2,000 science teachers from Canada and the United States registered for the Centennial Science Teachers' Conference, November 2-4 in Toronto.



Private companies sponsored over 60 exhibits at the conference.



DIMENSIONS

in Education



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School-to-school

Sixteen schools in the British Virgin Islands will be the first to twin with a corresponding number of Ontario schools in Project School-to-School, a plan recently announced by the Hon. William G. Davis, Minister of Education, as a companion to Operation School Supplies.

Like Operation School Supplies, which has been successful in sending over 10,000 items of classroom furniture and 250,000 textbooks to the West Indies and Out Island schools of the Bahamas, Project School-to-School has been designed to assist in closing the gap between young people of two cultures.

Further information may be obtained from the Co-ordinator, Project School-to-School, 44 Eglinton Ave. West, Toronto 12.

Arthur Tremblay, Quebec Deputy Minister of Education, left, and Hon. Jean-Guy Cardinal, Minister of Education, Quebec, attended the meeting of the Council of Ministers of Education held in Toronto, December 8. At that time, the Council agreed to establish three nation-wide committees to handle Manpower programs; educational media including television, radio and films; and post-secondary education.

Live music travels north

It was the first live concert for the children gathered in Horden Hall. And it was the first time most of them had ever seen musical instruments.

For the members of the Oakwood Collegiate Institute Orchestra, it was a special performance. They had travelled almost 700 miles from Toronto to Moose Factory to bring live classical music to a community where most of the residents had never attended a concert.

Remote area

"Giving concerts of this calibre, in a remote area, is not as easy as it is in the more settled parts of the province," says Mrs. John J. Wood of Moose Factory. "A full day's travel by train to reach Moosonee, a half-hour crossing of the Moose River by canoe to reach Moose Factory — cold, rain and snow to contend with and billets in Moosonee for 70-odd people. These were some of the difficulties to be overcome before the orchestra could make their northern trip."

The students themselves were responsible for raising their food and travel costs of \$36.00 per person. But the arrangements for the trip were made by the orchestra leader Mayumi Kumagai and her assistant Graham Wishart. There were train and bus schedules to co-ordinate, billets to secure, meals to arrange and concerts to publicize. "Meals seemed to be our greatest problem," says Mrs. Kumagai. "But that was easily solved by taking along some extra students to act as cooks."

The orchestra gave a total of five concerts on the trip — one in Cochrane, two in Moosonee and two in Moose Factory.

"Once the brass started playing the fanfare, the Indian children of Moose Factory got really excited," says Nancy Ross, a student at Oakwood. "And after the concert was over, we let them play our instruments. They had such fun, especially with the trombones, that I was very, very glad we had come all that way to play for them."

"Our concerts helped us to meet a great many Indian children," says Marianne Weide, Grade 11. "And I know we have gained a better understanding of one another through our performances."

"This was one of the main purposes of the trip," says Mrs. Kumagai. "Ever since we became a UNESCO school in 1953, we have been trying to give Oakwood students a better understanding of the peoples of the world. Because UNESCO has declared this as Human Rights year, we hope our trip will result in a better understanding between our students and the Indian children of Northern Ontario."





The Grade 2 and 3 children at Moose Public School made drawings to thank the Oakwood Orchestra for their concert in Moosonee. William Allisappi, Grade 3, drew the orchestra leader Mayumi Kumagai.

Orchestra member, Kathryn Jones, shows one of the children at the Moose Factory concert how to play the violin.



UNESCO

The Ontario Department of Education and the Ontario Institute for Studies in Education have recently sponsored the production of a record and film strip showing the development of the UNESCO program at Oakwood Collegiate Institute in Toronto.

The film strip shows how projects on education for international understanding are carried out at the school.

Both the record and the film strip are now available to schools throughout Ontario and may be borrowed from any of the ten regional offices of education.

Innovations in 13



"Canada is a huge country and, geographically speaking, a gem," says Robert Morrow, geography head at Parkside High School in Dundas.

"Yet it can be made to look like pretty stodgy stuff, especially if you teach it in the classic manner — that is, region by region, from coast to coast, telling the students en route that British Columbia grows apples; Alberta, Saskatchewan and Manitoba have lots of grain; Ontario is rich; Quebec has the Laurentians; and the Maritimes have the Atlantic."

So Robert Morrow is getting geography off the blackboard and into the lives of his students. By taking them on field trips, he is relating the Grade 13 course not only to their everyday surroundings, but also to the rest of Canada and the world.

One of the topics on this year's course is pollution. "And what better place could there be to study it," says Mr. Morrow, "than Lake Ontario."

As a result, he asked the captain of a Great Lakes Institute vessel to take his class on a working trip just off Toronto Harbour to let his students see for themselves the little red worms that are damaging the area. And while they were out, they also took lake samples with a re-

versing thermometer to prove that water temperature decreases with depth.

Urbanization and industrialization form another part of the Grade 13 course. To illustrate the rising land prices and housing problems of urbanization, his students studied the newspaper real estate ads for several weeks, noting prices and positioning properties on a wall map to show that prices decrease with distance from the urban centre.

"The peculiarities of a drumlin field can be explained in four sentences," says Mr. Morrow, "and they can be forgotten just as easily. So we went on a field trip to a nearby area to find out why these land forms look *peculiar*. One student noticed that the drumlins were raised at one end; another said they looked purple around the edges. And I had a ready-made introduction to glacial studies."

His students at Parkside High School are getting a new look into the Grade 13 course. For them geography has become a study of the world with man as its principal inhabitant, not a course to be passed to graduate from Grade 13.

Rob Robinson, left, and Sharron Haley use stereoscopes to analyze aerial photographs.



Grade 13 students at Parkside High School studied water pollution in Lake Ontario aboard a Great Lakes Institute vessel.

These students have academic freedom

Innovative high schools may be commonplace these days, but imagine going to high school where:

There are no administrators.

No bells ring for classes.

Teachers and students make decisions together.

Physical education requirements are fulfilled on the honor system.

Students decide their own dress code.

Some classes are organized by the students themselves.

It all happens at Murray Road High School in Newton, Massachusetts — an experiment in education new to students and teachers alike.

The idea of beginning the Murray Road experiment developed last spring when the principal and interested faculty members of Newton High School exchanged views on possible uses of a vacated junior high school.

The experiment, they decided, was to include such things as allowing students opportunity to develop their own courses and a more flexible daily schedule.

All 107 Grade 11 students are volunteers from Newton High School. They had no idea what was ahead of them, except, as one girl put it: "We were told we were in for the biggest surprise of our lives."

Why did they come? Some came just to see what the experiment was all about. Some looked forward to a challenge. Others came because, for various reasons, they did not like Newton High School — either it was too big, the classes too large, few close student-teacher relationships existed, or the subjects were uninteresting. Some, admittedly, came to "cop out".

Why did the teachers come?

"Here there is an opportunity to do more things than in a large high school with a set educational structure which had become traditional even though trying to be flexible," said one.

Four courses — a must

There is little traditional structure at Murray Road. Students must come to school. They must take four courses — in the mornings on Mondays, Wednesdays, and Fridays. But they have no study halls. And except for the morning classes on those three days they are free to sign up for seminars, activities, study independently, talk, read, or do nothing.

Results so far? Say the students: "Here you're a person. You can complain and the teacher will listen."

From another: "School is really interesting. I was a potential drop-out and probably would have left Newton this year. I had no motivation last year."

Say the teachers: "Here they have op-

portunity for initiative which they call freedom, and receptivity to their ideas by teachers who also help implement them."

So students have freedom — more than ever before. There is no principal at the school. The five teachers teach and run the school, but also make decisions with the students. And many decisions are left to the students themselves.

Responsibility

How does all this affect responsibility? Say the students: "It's beautiful. There are no adult rules to break, so it's a point of honor not to break any because we've made them ourselves."

Or: "Nobody wants to cut classes, because it's so interesting and people get involved."

Another says: "No one wants to do anything bad, because it affects everybody."

One student explained the atmosphere this way: "There are very few kids who really know what freedom is. Now they have to learn how to use freedom."

Say the teachers: "We have offered the students a far broader range of freedom than they are accustomed to, and the contrast with their past experience makes some feel that their freedom is complete."

Said another: "They complain sometimes of the lack of control by the teacher, but just by my presence in the classroom I control. My mood controls — I was happy and excited this morning, and they responded. Assignments control, too."

"It all depends on the meaning of control," said another teacher. "Students do not think there is much control here because of their past conceptions of what control is."

Teachers, though, still decide such things as when the day begins and ends and what courses shall receive credit.

Sitting in on the classes gives one an understanding of what these students and teachers mean when they refer to the *Murray Road idea*.

Take Monday, Wednesday, and Friday mornings — English, French, mathematics and history are taught in four standard class periods. But the classes are far from standard.

During an English class, one student said: "First, I see you, Miss Kenney, as an instructor — more like an adviser, being closer to the students in determining what will be studied, according to each student's wants; making suggestions — guiding us rather than dictating. I realize that we need report cards, but I feel only I can determine what I've learned."

So opened an hour-long discussion which touched on a teacher's role in the classroom; why the students came to

Murray Road School; what they expected in the next year; and what they liked and disliked about the school so far.

Miss Kenney took little part in the discussion except for an occasional question when the conversation either bogged down or became confused. Sitting around tables arranged in a square, the students kept order themselves.

One student commented on teacher-student relationships. "Many teachers just put on a big front of knowing you personally," he said, "but it's a big gap. They really don't know the student."

"I don't think the personal basis is the whole thing," said another. "The teacher still has to guide and be specifically interested in what a student wants to do."

By the end of the hour, opinions like, "There has to be some form of leadership" or "I don't think we're mature enough — or know enough — to teach courses ourselves" were far in the lead.

The teachers

As one student put it: "Doing away with teachers would be a disaster. This place would be a mess if the teachers got up and left."

Even the only complaint students make is revealing. They are tired of the four-week organizational period of talking, setting goals, making rules, and deciding how to proceed. They wanted to begin studying.

Many, however, realize how important the organizational period is to the success of the experiment this year. Teachers speak of it as an experience. "We're realizing it's not so easy to plan our own courses. It takes a long time when you use democracy," said one student. "There has to be some structure. You can't do things by impulse," he added.

Next stop was a third-year (Grade 11) French class which began with dictation. When the idea of dictation (written exercise) was announced, one student protested: "Oh no, I thought we didn't have those here."

"Well, no one has voted them out so far," replied the teacher. Students laughed. Dictations have yet to be voted out.

Each student takes four basic courses to meet regular high-school requirements. But many exceptions are made. And many alternatives are available.

Take mathematics, for instance. Students are offered algebra and geometry — either in class or by independent study. But these are offered only for those interested in doing what Newton High School is doing.

Other options abound. They divide into the three areas of theoretical math, applied math, and sciences. A student may take seminars, courses, or do independent study in as many areas or courses as he

wants — or has time for. The decision rests entirely with the student.

Those who want to study for advanced placement can do further independent study. Those who find themselves in deep water can switch back to easier courses. Others may opt to switch forward.

Tuesdays and Thursdays at Murray Road are a story themselves. No ordinary classes are held as on Mondays, Wednesdays, and Fridays.

Instead a student can choose between seminars on Negro history, leadership, music theory, contemporary French literature, creative writing, problems of application of math, or physics.

Or a student can attend sessions in driver education, tutoring in Roxbury, or meetings of the equestrian club or the school magazine.

A student can even organize his own course. No fooling!

One group, for instance, began an *interpretation of religions* course. They are inviting representatives from various religious groups to speak with them.

Another student wanted an astronomy course. Says the student: "I've been trying to get in touch with a professor at Brandeis University. I already have one parent who can help and I have some of the necessary books."

Many of the students at Murray Road are in the upper half of their class scholastically, but "there's everything from straight honors to those who just barely passed last year," said one student.

The Murray Road *idea* cannot be understood without attending at least one general assembly. During the first weeks, they were held each day. Now they are held less frequently, but as often as necessary.

General assembly

Like most high-school general meetings, all the students and teachers gather in the same room. But here a student conducts the meeting and the teachers sit among the students.

At each meeting there is a new chairman who, after his meeting, selects his successor. This gives many a chance to lead.

At one typical general meeting lasting well over an hour the following took place:

\$12 was reported lost from the bus fund. "Does anyone have a suggestion?" asked the chairman. They voted to take a collection from every student to cover the loss. And then they discussed ways of insuring that it did not happen again.

They discussed whether they wanted certain recreational facilities. After many moments of haggling with no decisions and much frustration, the chairman said: "I think the five minutes we allotted for discussing each issue is up, so let's move on."

"Richard," interjected the English teacher, "the heck with the time limit if you don't know what's happening."

The issue was resolved within five minutes.

They decided that adopting Roberts

Rules of Order, keeping track of what was decided, and putting each motion on the blackboard would clear away much of the confusion and end any arbitrary rulings from the chairman.

The word that best describes what is happening at Murray Road School is *community*. Students are relaxed. So are teachers. They cooperate with each other willingly and eagerly — most of the time. Both are just as excited about the Murray Road experience as they are involved in it.

One teacher summed up the Murray Road *idea* as briefly as possible:

"Limits — you have to come to school."

"Ends — to make this a place where learning happens and where it's fun to be."

"Means — for us together to try to scratch a school together."

Scott Pecker

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They may be discussing government or politics; they may be giving their views on school policy — or they may be telling the teacher if she is getting through to them. These Murray Road High School students have academic privileges most of their contemporaries do not share — and they seem to be thriving on them.



Books

The Shortchanged Children of Suburbia

Alice Miel with Edwin Kiester, Jr., 68 pp 75¢
Institute of Human Relations Press
165 East 56 Street, New York, N.Y. 10022

"The community of *New Village* seems an idyllic place for children to grow up in. The homes are mostly ranged along quiet, winding streets. There are open spaces, greenery, woods to explore. The churches and community centres run dances, teen programs and other youth activities. The schools are new and modern with well-kept lawns and the latest in playground facilities. They boast a curriculum tailored mostly to students headed for college."

New Village, a cover name, sounds uncomfortably familiar. Its dissection, in this brief and disturbing pamphlet resulting from a four-year intensive study by a team led by Dr. Alice Miel, is not calculated to reassure those of us who have taken up GO trains and grass cutting as a way of life.

Under a veneer of niceness, Dr. Miel suggests that the child of suburbia is "likely to be a materialist and somewhat of a hypocrite". While prejudices are transmitted from parent to child with surprising efficiency, they are rarely recognized let alone questioned either at home or at school since children have it drilled into them that it is *not nice* to express such feelings. Children learn at an early age a remarkable list of topics that are *not nice*.

Although not acquainted with poverty, the children, like their parents, rate their peers in terms of economics. They know the slightest graduations among neighbourhoods, and the related earnings and possessions of residents. "Some parents wished their children could come to know impoverished families . . . they thought it would make the youngsters more appreciative of what they had at home."

Among Dr. Miel's suggestions for reform, is this: "Develop higher thought processes. In too many classrooms, the generous attention given to information amounts to little more than naming and classifying facts; children get little aid in weighing conflicting evidence, making inferences, predicting consequences and applying values. Yet these ways of using knowledge, quite apart from their countless uses in academic study, are invaluable in combating stereotypes and building improved human relations. Children should be encouraged and helped to plumb controversial subjects, to see that in many aspects of a democracy there are no *right answers*."

T. I. Campbell

Écoles secondaires

A Committee on French Language Public Secondary Schools has been established in Ontario to advise the Hon. William G. Davis, Minister of Education, on the steps needed to provide adequate opportunities for French-speaking students in the public education system.

Committee members are Roland R. Bériault, chairman; Harold A. Blanchard; Thomas I. Campbell; Hervé Cyr; Lionel Desjarlais; Omer Deslauriers; Vincent Gauthier; Mrs. Elise Grossberg; Brother Maurice Lapointe; Jacques Leduc; and, Andrew H. McKague.

Government

Parliamentary procedure is something most Canadian children learn in school. However, a visit to *Our Parliamentary Heritage*, an exhibit prepared by the Ontario Department of Public Works and Archives, may help to widen their knowledge of the subject.

Open daily in the legislative buildings at Queen's Park, *Our Parliamentary Heritage* features many important documents which show how the basic system of free government was established in Britain and inherited by Canada.

Inspired by celebrations held at Westminster Abbey in 1965 to commemorate the 700th anniversary of English Parliament, the Queen's Park exhibit features a reproduction of the Magna Carta, perhaps the most significant contribution to the development of modern government.

Our Parliamentary Heritage also illustrates how responsible government was finally achieved in Canada and the events that led the way to confederation in 1867.

Those interested in touring the Legislative Buildings and visiting *Our Parliamentary Heritage* should contact Mrs. Nita J. Zachary, Supervisor of Tours, Parliament Buildings, Toronto 2, Ontario.

Exemptions for 13s

A new approach to Grade 13 examinations effective June 1968 was announced last month by the Ontario Department of Education.

Any student who has achieved at least 60% in his year's work in any subject may be exempted from writing a final examination in the subject concerned. The year's work will be assessed by his teacher from projects, essays, class tests and day-to-day classroom performance.

In every case the decision regarding exemptions will be made by the schools.

In making the announcement the Education Minister said: "While we have had, for a number of years, public secondary schools which provided part of the instructional program in French, the Ontario Department of Education is anxious to find a solution to the problem of French-speaking students who have been attending schools where the instruction is entirely in English . . . This situation has resulted in many of them leaving school either to discontinue their education or to go to private French secondary schools where the parent must pay a heavy fee in addition to his taxes for support of the regular secondary school. Even then, few private French secondary schools offer Grade 13 so an additional handicap to further education arises."

"As a result," Mr. Davis said, "the Ontario Department of Education hopes to extend the bilingual program of studies now in effect in public secondary schools to include a complete program for French-speaking students where the numbers of students make the project feasible."

Comment

Individual adaptation to a changing environment was necessary for biological evolution and survival in the world of the past. Then evolution was unconscious. Local adaptation to a changing environment is necessary for the educational evolution presently underway in Ontario. Now evolution is conscious.

Certainly many schools and many organizations associated with them, including the Department of Education, its structures and procedures are in the process of conscious adaptation. In the creative evolution of institutions and procedures, it is inevitable that there will be sabretoothed curricula and mammoth administrators who will find the changing climate uncomfortable.

The decision to decentralize departmental administration was based on the assumption that regional superintendents would make creative local adaptations which would lead to the evolution of education to meet changing conditions.

The decision to eliminate Grade 13 centrally-controlled examinations was again based on the assumption that principals in co-operation with their professional staffs could make the kind of local adaptations which would ensure the relevance of local educational programs.

In a world where change always has been, and still is the very essence of life, effectiveness, even survival depends on adaptation and evolution.

The glacier melts.



Do drop in

Every Thursday evening is Drop In Night for Grade 7 and 8 students at Park Public School in downtown Toronto.

The doors open at 6:30 and those who have brought along some work come in for the project hour where they can discuss what they are doing with their teachers. "Most of them really just want someone to talk to," says Mima M. El Shaer, a teacher at the school. "Tonight one boy read a story to me for almost an hour. He said no one at home wants to listen to him."

But at 7:30 the books are put aside and the fun begins. "We really have very little equipment," says Gregory L. McClare, school social worker, "but that does not stop the kids from having a good time."

The gymnasium is divided in half — one side for dancing and games; the other for athletic events like volleyball.

Two years ago, some of the teachers at Park Public School volunteered to sponsor the Drop In Club on Thursdays and the club has been in operation ever since.

This year the teachers may receive a grant from the Toronto Board of Education to help cover expenses. "But at present, it is a volunteer project," says Mr. McClare.

Peter A. Klukach, a teacher at Park Public School, explains a math problem during the projects hour at the Drop-In Club.



Dana Leisk, in Grade 8 at the school, ponders his next move in chess.



DIMENSIONS

in Education



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Kindergarten students Dianne Carr and John Baytaluk put on a private puppet show during their free time period at St. Gregory's School, St. Clair Beach.

Mini-schools

J. Bascom St. John
Chairman
Policy and Development Council
Ontario Department of Education

The best way to educate children will probably never be discovered, just as perfection has remained unattainable in other aspects of the human condition. Perhaps one might find the secret of teaching one child perfectly, but this would most likely be an accident. It would be found that the same method would not work with all children, or even another individual, in the same perfection.

Parents know this, if they have more than one child. The differences between any two or more in the same family remain a baffling mystery. Why, then, do schools imagine that a standardized teaching program for scores or hundreds of children in a community of families can be devised, or will work?

An immense hope resides in the idea of the teaching method — the permanent puzzle of education. It is in this field that the *if only* school of thought has its full scope. "If only," said the Czech educator, Comenius, around 1650, "if only we could find the right method, one teacher could teach 300 boys at the same time."

The method has been elusive, and nobody today assumes that classes that large — except in university — are practical. Nowadays, the *if only* theorists have been dreaming the opposite way — that if only we could reduce the teaching load to 25, 15 or seven pupils, then we really could do a good job — and best of all if the teacher had only one pupil. One for one: a lovely goal, especially for \$12,000 a year.

This sort of fantasy afflicts the whole of education, one way or another. If only we had twice as much money; if only we had graded schools; if only we had ungraded schools; if only we had better and more flexible school buildings, if only all the children had an IQ of at least 120; if only we had computer-assisted teaching; if only we could abolish examinations, and so on and so on — the golden age of education would be here!

There is considerable spectator interest in these excursions, but even so, one should not treat them too lightly. Many of these fancies represent efforts to improve the functioning of education at one level or another, and often they deserve a trial. Where caution is called for is in the tendency to treat an experiment as if it were an established policy, and not to wait until trials have been evaluated. The fad factor in education is a besetting danger.

One of these fads, which is pervasive all through North American society, is the

cult of bigness. It seems almost inevitable that we think there is something superior about the largest city, the largest school system, the biggest world's fair attendance, the highest building, the biggest shopping centre or the largest parking lot. We even take pride in a big school, as if that also indicated better education. Who has proved this?

A proposal

I have had some misgivings about ideas put forward by Paul Goodman, the American social scientist and idea propagator, especially when certain persons have attempted to apply this man's theories to the Canadian situation as if there were no difference in our social and educational traditions. But in a recent article he did come up with a proposal that struck me strongly.

He calls his proposal the *mini-school* — a title which puts it in the mainstream of modern thought, if not also in economic and governmental practice. Basically, the purpose of the *mini-school* is to facilitate the learning of reading and the growth of speech among city children now handicapped because of environment or adverse social conditions.

As Paul Goodman advocates this idea, he would establish large numbers of *mini-schools*, to be attended by children from ages six to eleven. The school would comprise 28 children, with four classes of seven each. Each class would have a teacher, and in addition to these four, there would be a graduate university student, a literate housewife, for various jobs, including the making of lunch, and a literate high school student, to help the teachers.

These people, with the parents of the children, Mr. Goodman suggests, would operate the school. He thinks a great deal of money would be saved by not having a vast bureaucracy of administrators, armies of maintenance people, and the like, and there would be little need for large buildings and huge expenditures for sites in large cities. The *mini-school* could use small areas of space in existing buildings — schools, churches, houses and other socially available structures.

He argues further that the small number of pupils to each teacher would permit the easy management of trips and other learning experiences, which would help underprivileged children to broaden their outlook and knowledge of words, by increasing their awareness and sensitivity to environment.

There is something engagingly appealing about this proposal. If one is internationally known as an idea generator, it is necessary to come up with something

from time to time, or people forget you. Schools with one teacher for every seven children from six to eleven — seven, neither more nor less — should be easy to finance in a country with a gross national product of nearly \$800 billion. The trouble is that not all that money is available for teachers' salaries, nor are there the teachers, to be blunt.

Mr. Goodman expects opposition to his *if only* proposal from the vested interests of education — teachers, administrators and the like — who see a threat to their functions in such a vast divergence from orthodoxy. One must admire the steadfast dedication of a man who feels a duty to advocate what he knows no one will take seriously. We Canadians would get a huge kick out of the situation if they decided to try this notion first in Red China, and even more, if it worked. After everybody else has worked out the difficulties we will then put ourselves in the forefront of educational progress, and show the Americans a good example.

A new look in county schools

Pat Sherbin

Noise comes from every classroom in the school.

Chattering children sit in groups discussing projects. Others sit in corners reading; while still others are painting, drawing or writing. None are sitting quietly in regimented rows of desks.

Sister Mary Hillman, principal of St. Pius X School, Tecumseh, admits that for a teacher drilled in the old way of disciplining a class, the noise is the hardest thing to which to adjust.

But although it is noisy, compared to the silent rows of children seen in schools years ago, it is disciplined noise and the children are learning.

Sister Hillman, trained in the *old* way of teaching is one of the strongest advocates of the new approach to learning in Essex County schools.

Most schools in the county have a few

classes which are being taught totally under the new method, a few which are slowly adjusting to the revised program and others which are carrying on with the strictly formal lessons of the past.

But in Sister Hillman's school, every teacher has made an effort to adjust his way of teaching toward the long term goal of ungraded schooling.

The school even has a new type of report card that is not called a report card now. They prefer to call it an anecdotal progress report.

For kindergarten, pupils will bring home a card with no subjects or abilities listed in A, B, or C's. Instead the teacher writes in how the child is progressing.

The primary and junior grades will have reports with listings for reading and literature, English and arithmetic. The rest is left blank for teacher comments.

For these subjects, however, there are still no *marks*. If the student is performing adequately for his ability, he gets a check-mark. For performance beyond the expected level, the symbol is a plus sign; a square signifies performance below ability.

Sister Hillman explains that this will mean more parent-teacher interviews and different types of teacher training.

"There has to be a drastic change in teacher training," she says.

A tour of the school shows how teachers are adjusting — both those who have been trained under the *old* method and those who are teaching for their first year.

Every teacher in the school has tried to fit the new program into the schedule and all seem to be succeeding.

Marcel Dugal teaches Grade 6 science and his pupils, as in other classes, are seated in groups of desks, rather than rows.

At present, they are involved in a project about bacteria. Bacteria study is not on the course of study in science. But microscopes are, and it was through the study of microscopes that the pupils became interested in bacteria. Short of supplies, some students brought in microscopes and one brought in slides of different types of bacteria. The pupils saw the slides and became interested, so Mr. Dugal let them go ahead with their own studies of the subject.

He says: "It is all part of a plan to relate

Students at St. Pius X School in Tecumseh are studying bacteriology as part of their Grade 6 science course. The students became interested in bacteria through lessons on the microscope, and so their teacher, Marcel Dugal, let them continue to study the subject on their own.



education to the children's way of life and when you keep that in mind, a little noise does not really bother you."

Sister Mary Grier, principal of St. Gregory's School, St. Clair Beach, says her school is gradually moving into the non-graded concept. The teachers have group projects for the children and pupils are evaluated on a daily basis instead of final examinations.

She says parents now have to be educated to the fact that there is a need "to go this way".

Not all the classes are going that way in the school, but where it is being tried, the children seem happy.

So do the teachers.

Barbara Blanchard, a Grade 5 teacher at the school, has her class divided into groups, which change according to the project. Any day in her classroom, littered with drawings and essays on the floor and papers on the desks, there could be three groups doing science and two groups working on social studies.

Lack of materials

All five will not be doing the same project because of a lack of materials and books.

Janet Vivona, kindergarten teacher at the same school, used this idea of free-expression or pupil-centred activities before it was the *in* thing among educators.

In her class, one child could be sitting on the floor banging a drum. Others could

be squeaking with chalk on the blackboard; while others could be stepping across colored stepping stones, yelling out colors as they step on them.

"They are not forced to do anything. They do whatever interests them in this free-time period," says Mrs. Vivona.

In a Grade 4 class at St. John's School in Woodslee, Beverley Seguin admits the pupil-oriented lessons are difficult at first. She says she was accustomed to standing up and talking to students who sat perfectly still.

Enthusiasm for the new approach is also apparent in Rita St. Pierre's Grade 2 class at St. Jean de Baptiste School in Belle River.

Miss St. Pierre, a graduate of a special language arts course, believes in keeping the children interested.

Again the children do things on their own, but they are directed by the teacher. Rather than giving them a reader and sitting down to teach them words, the children here make their own readers from their own interests and experience. At this point, there is no great emphasis on grammar, neat writing, spelling or punctuation.

Miss St. Pierre wants to get the children interested in the things around them.

They have already made books on Indians, the town they live in, the things they can see, and the room is plastered with their projects.

For example, one large poster has the

title — Things I Don't Like — and one of the things suggested by one child is "the bitter taste of beer".

Not every school has all the facilities needed to make the revised programs completely workable, and every school lacks materials. But the important thing is that teachers, principals and students are working with what they have to make lessons more enjoyable.

Expansion

And at almost every school, there are plans for additions and expansions, especially in the resource centres.

Frank J. Ryan, area superintendent, separate schools, Ontario Department of Education, explains teaching in Essex County schools had to be changed to keep up with automation.

"Today's student faces a lifetime of learning or continuous education. Therefore, learning how to learn may be our most important school activity."

In the classroom, he says, learning centres have to be set up, group activities encouraged, and there must be more pupil research and fewer formal lessons.

Timetables for this type of teaching must be flexible, leaving blocks of time for science, social studies and languages.

For the pupils, there will be less emphasis on examinations, competitive report cards and memorization. There will be more emphasis on anecdotal reports — pupil progress based on daily evaluation and short diagnostic tests. Children will theoretically learn to compete against themselves, rather than classmates.

The new program, for kindergarten to Grade 6, means there will still be formal instruction in reading and arithmetic in the morning, while the afternoon will be based on pupil-centred activities.

Mr. Ryan says science materials and equipment, as well as science books, are still required — in most cases it is up to the teacher to get busy and submit a list of needed materials as soon as possible.

Library resource centres, essential to the program, are under construction, and most schools will have seminar rooms and individual study centres all operated by trained library consultants.

The long-term objective of the revised curriculum, Mr. Ryan says, is a non-graded school system where children are grouped in various subjects according to their achievement level.

Reprinted by permission
The Windsor Star, 1967



The whole class gets involved during the projects' hour. While some use microscopes to study plant life, others work on drawings and essays.

Innovations in 13

Students lecturing the class? It is all part of the Grade 13 program at Collingwood Collegiate Institute.

C. H. Bud Jackson, mathematics head at the school, started his students on the lecture system last year. And it proved such a successful addition to the Grade 13 math courses that this year each Grade 13 student will give five lectures on any topic at the senior mathematics level.

Wednesday mornings the library is reserved for Grade 13's doing research on their lectures. The school has spent over \$1000 on mathematics books alone, so that the students have no problem finding material for their lectures.

When the student has his topic ready for presentation, he goes to Mr. Jackson who timetables the lecture. Interested students can then arrange to attend along with the student judges. From time to time, Grade 12 students are also invited to sit in on the lectures.

Student judges

Each half-hour lecture is evaluated by a panel of three fellow students, appointed by the teacher, on the basis of presentation, effectiveness and scholarship and the marks are then given to Mr. Jackson. The student lectures count for 20% of each student's final mark in math.

"We originally began this lecture approach to Grade 13 math to help the students bridge the gap between high school learning and what they are faced with at university, and in a job," says Mr. Jackson. "But the whole program has been far more successful than we had hoped.

"It is a real challenge for them," he says. "Not only do they have a chance to learn new topics and new approaches, but they can develop self-confidence in speaking in front of a group. It is a terrific way to encourage the kids who do not shine in class."

The students themselves also seem very much in favour of the lecture approach. At an open meeting held last month at the school, they all agreed they liked the new way. But they did have some suggestions for improvement.

They felt that there was some prejudice towards marking and that in the future they all would have to be more aware that they were assessing a performance and not the performer.

They were also in favour of the judges asking more questions during the lecture so that the entire group could become more involved in the presentation. And they want the "really good seminars" delivered again in class so that they can all benefit from "an outstanding effort".

The students are also in the process of drawing up a new evaluation sheet to be used by the judges in assessing the lectures. "We want to be able to offer suggestions for improvement when we are acting as judges," says Gary Kaiser, a Grade 13 student. "After all, we want to get better as we go along."

Hours of research goes into every student lecture. The school library has spent over \$1000 on mathematics books to aid the students in researching their lectures. Here Ron Jackson looks up material on codes that use matrices.

Ann Aldridge, a Grade 13 student at Collingwood Collegiate Institute, explains part of a lecture on modular numbers to her group. Each student gives five lectures during the school year.



Comment

The grand prix of educational publishing has traditionally been strewn with the wreckage of custom built private entries and production models. Nearly two years ago **This Magazine is About Schools** chugged and backfired its way out of the same garage that produced **Everdale Place**. Last year **Monday Morning** "Canada's Magazine for Professional Teachers" slid slickly off the assembly line at Saturday Night Publications.

Each first issue contained a policy statement. **This Magazine is About Schools**: "We hope that students, who are the main concern of this Magazine will get a better deal in our pages."

Monday Morning: "This Magazine stands in the teacher's corner where we must if we believe that every young Canadian is entitled to a professional teacher."

Monday Morning sells advertising and does not seem to be doing too well at it. But this is understandable because of the overlap in format, content and personnel between it and the numerous magazines churned out by other large publishers such as the Ontario Teachers Federation, Maclean-Hunter and Southam. Manufacturers of school desks, travel agencies and general suppliers to the school market must find it difficult to make a choice among the numerous similar publications seeking their advertising dollars. **This Magazine is About Schools** apparently sells advertising too, but no other educational magazine carries an advertisement for *Archibald Farms Limited, producers of finest Nova Scotia white eggs*.

MM is carefully designed and written to appeal to those who are used to having their needs met by magazines with a conventional colourful glossy format. For them the medium-message of Time-Life-Playboy carries over so that reading captions and looking at pictures is as satisfying as getting involved with reality.

TMIAS is the journal of the romantic liberals and the worshippers-of-youth cult. They feel that education is under the control of an *establishment power-structure of bureaucrats with hang-ups who brainwash kids* for the big sellout. The editors are very big on participation and constantly exhort their readers to send us various things. They want **TMIAS** to be a collage of different things for different people. It is.

Both publications feel it necessary to have Canada's expatriate guru Marshall McLuhan as part of their content — a certain sign that he is already part of a dead culture. He has been featured in each and we must therefore conclude that they are *authentic twentieth-century innovations* like the checkered flag at Mosport.

Screen education

Mark Slade, director of the National Film Board's screen study program is on loan to the Ontario Department of Education for the next five months to assist teachers and school board officials in the design and development of screen education programs.

He will also make recommendations to J. Frank Kinlin, superintendent, Curriculum Section, on future programs of study.

"Film is an important mode of cultural expression worthy of study in its own right," says Mr. Slade. "Screen education is already developing at a rapid rate in Ontario schools, particularly in North York and in some of the 47 schools involved in the Department of Education's experimental four-year English program."



Mark Slade

Conference

Over 300 delegates from all over Ontario and as far west as Alberta attended the two-day conference, sponsored by the Etobicoke Physical and Health Educators' Association, at Martingrove Collegiate Institute, Etobicoke.

Health education films, demonstrations, practical sessions and lectures were all offered at the working conference. Delegates heard Dr. John Godden, of the Division of Postgraduate Medicine, University of Toronto speak on cigarette smoking.

Dr. Godden said: "Over the years, the cigarette has become a part of us, as necessary we think as eating. Yet slowly but surely over the past 15 years, it has been revealed that cigarette smoking now kills more Canadian men than traffic accidents. Diseases associated with cigarette smoking kill ten times more Canadians than all the infectious diseases combined."

Books

Compulsory Mis-education

Paul Goodman
Horizon Press, New York 1964

Compulsory Mis-education, Paul Goodman's angry critique of North American school systems, was issued in 1964. But as books on this subject go, it continues as one of the most widely read and heavily debated.

And with good reason.

Goodman is a penetrating analyst. The thoughts of his keen mind find expression in a clear-cut writing technique that cannot help but stimulate lively reaction.

Himself an educator, Goodman has surveyed the whole field of schooling, from primary to university level. And has found it all wanting.

His principal point of view is that modern education does no more than view young people as pawns in a rather elaborate game of *You obey; I command*, a process that places more emphasis on discipline than on learning. He feels that students emerge from their school years equipped to do a job, but robbed of all those qualities which contribute to physical and mental well-being.

The suggestion that the contemporary educational approach stultifies the young is not a new one. All of us have had personal contact with people whose natural creativity and ebullience have been crushed by the rigidity of classroom work which long ago out-lived its usefulness.

A courageous observer, Goodman lays the blame at the feet of principals, teachers and legislators, but not without fully substantiating his every claim, and not without a large measure of sympathetic understanding.

The publication of this book created a magnificent stir in the United States. But it is a stir that will last, for Goodman is no man with a flimsy *cause célèbre*. He is a purposeful, dedicated teacher with a mind big enough to encompass the entire educational scene, weed out its deficiencies and put it on a new path.

While directed at the U.S., the message in the book is just as applicable to Canada, where the winds of educational change have only lately begun to blow.

Compulsory Mis-education, is a treatise that bears many readings. Its inherent sincerity, its concern for the young, its delineation of problems and recommendations for future action are all presented in so vital and vibrant a fashion that it seems likely to provide a catalyst that will lead to a fresh appraisal of present school systems and eventually to revisions and alterations.

E. Douglas Hughes

Compensatory education Educational complex

"Gone are the rigid rows of desks and formal teaching. In their place are tables, room dividers, eight-year-olds typing their own stories, study carrels equipped with headphones, a couch, a rocking chair and a hooked rug to sprawl out on during story time. And everywhere groups of children are informally involved in learning."

The speaker is Douglas W. Balmer, principal of Duke of York Public School, in downtown Toronto.

Two years ago Duke of York began Canada's first all-out experiment in what is sometimes called compensatory education — an attempt to provide special programs to compensate for the deficiencies with which some children come to school. Programs and approaches are forever being modified, but the general success of the school has attracted thousands of visiting educators from all parts of North America.

The 800 pupils at Duke of York are grouped according to their performance ability in subjects such as maths and language. Teachers group students for other subjects as well, permitting closer teacher-student involvement. One group of ten-year-olds may accompany a teacher to the school library, perhaps to use the slide and film collection, while another group works independently on a project.

While each room is a self-contained unit, within the four walls a great deal of free movement from one *interest area* to another occurs. Mr. Balmer says that this freedom of movement and choices helps encourage self-discipline in students.

Recently the Toronto Board of Education approved the use of a group of volunteer women to relieve the 35 regular teachers of some of their routine duties. The school also has a social worker and student counsellor.

The library is the heart of the school's program, and is operated on a partially structured timetable, freeing the librarian from a full day of formal classes. She is available when groups of children descend upon the library with requests for reference material for a project. In order to free the librarian for these duties a clerical assistant does much of the book cataloguing.

Mr. Balmer says that the key to the success of such a school program is the development of the teaching staff. "The teachers are involved in all major decisions," he says. "They have formed themselves into committees, and all decisions are group efforts. They feel free to speak their mind, and to evaluate the program, each other and the principal."

Reprinted by permission

Toronto Schools, December 1967

Children starting school two years from now in Scarborough's Warden-Finch area may spend 14 years on the same campus.

A first in Ontario, Scarborough's Stephen Leacock Complex will have cost around \$8 million when the doors to its three schools open in September, 1969.

Pauline Johnson Junior Public School, John Buchan Senior Public School, and Stephen Leacock Collegiate Institute are being built simultaneously on a site adjacent to a community park.

From an economic viewpoint alone, the project is worthwhile. Using one site means six acres less land are required than would be for the three separate sites. Translated into money, this amounts to roughly \$100,000.

Other savings result from building the three schools at the same time, and through the use of common utility services and a central heating plant.

The cafeteria, library, and some athletic facilities will be shared by the collegiate and senior public school students. A swimming pool will be open to the public when not required for school use.

Included in the collegiate will be a shop for teaching television technology. This will be one of five such shops in the province now being approved by the Ontario Department of Education.

Main purpose of the TV shop is training for students enrolled in the four-year science, technology and trades program. But educators hope the equipment will also be used to produce educational television programs for students in other subject areas.

Like the secondary school, the classrooms in the public schools are being built for maximum flexibility. The rooms will be in clusters of four, with one room fixed and the others with sliding walls.

Reprinted by permission
Your Schools, December 1967

Informal learning has proven very effective in helping to compensate for the deficiencies with which some children come to school.



Justice

So he stands before you
Having been brought fresh from his crimes
To be dealt with by
The 'Authority'.
You say,
'Well, what happened to you?'
Even though you know what happened
Because you have heard it from a teacher
Whom he called a 'dirty bastard'
And you have heard it from a little girl
Who has a bleeding cheek and lacerated lip
As evidence of her encounter with reality.
So he, and the teacher, and the little girl,
All want JUSTICE.
You look at the hanging head, shrugged shoulders,
Hands caked with yesterday's mud,
Open-toed running shoes,
And you wonder 'why'.
You know that there is not an answer,
But you still wonder.
All the bright, trite phrases of your training
Knock on your mind —
Poverty syndrome, cultural deviation, aggression,
frustration —
They knock on your mind,
But somehow they don't seem pertinent.
O, they fit all right.
But each time your mind lets them in
It answers a vernacular
'So what!'
And the teacher's voice has said,
'What are you going to do about it?'
And the little girl's eyes have said,
'What are you going to do about it?'
And you are left alone with him
To find the answers.
To find justice.
But do we know where justice is?

Whose justice?
Society's justice?
Little boy's justice?
Little girl's justice?
Teacher's justice?
Is there one justice — a rule, a guide,
A star to follow?
You don't remember it from a university text,
Or from a Superintendent's letter,
Or from the Minister's Report.
Perhaps Glick, or Blatz, or Smith has the answer.
Or Cuscizinski or Mrs. Littlestope.
You wonder should people write books
With a kid in front of them.
Maybe we'd get more meat and less potatoes if they did.
Mashed potatoes, creamed and buttered,
But nothing about justice. Not this justice anyway.
What did The Russian say about crime and punishment?
You think he must have said something in all those pages
But it eludes your grasp.
So he stands before you waiting,
Without anger
Which has been spent.
Without fear,
Except for an inner fear that has become a way of life,
And is not felt separately in him.
Perhaps just resignation,
Like the resignation of a trapped field mouse.
So you must take action. ACTION.
The strap?
As though the way to a boy's heart is through his hands.
Suspension?
As though greater exposure to those who made him crooked
Would make him straight.
Talk? Compassion? Forgiveness? Your wisdom wilts.
What about JUSTICE?

John W. Sullivan
Principal, Morse Street Public School, Toronto

DIMENSIONS

in Education



PERIODICALS READING ROOM
(Humanities and Social Sciences)



Adult education / Denis Grayhurst

Elementary school design / Richard F. Lawton



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Cover

Welding students at the Kitchener-Waterloo Adult Education Centre created a wrought-iron room divider for the reception area at the new \$2,000,000 retraining centre.

County boards

Details of the proposed reorganization of school jurisdictions were released last month in two booklets issued by the Ontario Department of Education. Copies of the guidelines, one for southern Ontario and one for northern Ontario, were sent to each school board and principal.

Following the reorganization, which takes place on January 1, 1969, the 1,446 boards that existed in September 1967, will likely be reduced to about 650, including about 480 separate school boards. Southern Ontario will have 38 county divisional boards of education and northern Ontario 30 district divisional boards. In addition Ottawa (including Eastview and Rockcliffe Park), London, Windsor, Hamilton and the six municipalities of Metropolitan Toronto will have boards of education. About 40 public school boards in remote school sections of northern Ontario will continue to operate public schools as at present; and the 50 school boards operating schools on Crown Lands, Ontario Hydro lands, and in hospitals and treatment centres will be unaffected by the changes.

The Hon. William G. Davis, Minister of Education, in announcing the details, stated that the major goal of the reorganization was to create educational jurisdictions capable of extending equal educational opportunity to the boys and girls of the province.

The new boards, which will have jurisdiction over public and secondary schools, will assume greater responsibility for the supervision of the school programs, and for the implementation and adaption of the curriculum.

The period of transition to the new organization presents a particular challenge to trustees, officials and teachers. Accordingly, the Department of Education has announced the formation of an Interim School Organization Committee in each proposed school division. This committee, composed of representatives from each of the boards in the new division, will collect data on the operation and maintenance of the schools so that the new board, when elected, will be able to assume its responsibilities promptly and effectively.

The new boards of education will be responsible directly to the electorate and will be composed of members elected by the public and the separate school supporters in the proportion that their provincial equalized residential and farm assessments relate to the total assessment of the division. No longer will there be any appointed trustees. The members elected by the separate school supporters will continue to be trustees for secondary school purposes.

History on parade

Shops in Napanee were alive with history last month as businessmen donated window space to exhibits depicting aspects of life in early Canada.

The History Fair, the first of its kind in Ontario, featured projects by students of 11 area schools. Over 500 youngsters from elementary and secondary schools worked for weeks to create displays showing milestones in the history of Canada.

A re-creation of the first Hudson's Bay Post was made by students of Slash Road School and children at Quinte Mohawk School offered a colourful panorama of the Mohawk Nation, with scale models in authentic costumes and biographical sketches of leading Mohawk figures of the past. Log cabins, churches, forts and furniture were put together by pupils of other schools in the Napanee area.

Comment

In his prose work, *The Death of William Posters*, Allan Sillitoe writes:

Large areas of a jigsaw were forming. The encyclopaedia, dictionary, atlas were three dormer windows high enough to embrace new views. Fiction was the depth gauge, plumb-line and echometer fathoming his deepest needs and feelings. Knowledge for its own sake was bare-faced and domineering, but each title of a novel was the top winch of a fairy-tale well whose storyline of chain and bucket let you down with varying degrees of speed into the waters of illumination. Knowledge confirmed the structure of the outside world, while a novel prised open previously unknown regions with yourself.

In these days of education for various things from *international understanding* to *living in a democratic society* it may be worth remembering that self-knowledge has been man's greatest quest. The National Film Board's *Labyrinth* at Expo 67 was a notable failure in that it tried to make explicit this quest for self-knowledge by utilizing techniques that were both elaborate and amateurish. In trying to process thousands of people in masses, *Labyrinth* missed the whole point. Self-understanding is an individual quest that is carried on by various means but especially in our society through fiction in all its forms.

Traditionally, religion and literature have played a large role in the quest. The schools, for the most part separated from religion, must continue to encourage students to explore fiction in prose, poetry and film so that the possibility of self-knowledge is not removed. Education for various things must not be allowed to muddy Sillitoe's *waters of illumination*.

Adult education

Denis Grayhurst

Three years ago, in March 1965, the cities of Kitchener and Waterloo got into the business of adult education and retraining. There were 87 students in the first classes, all unemployed persons taking retraining under the federal-provincial retraining program.

Today those first hesitant and shaky courses for retraining the unemployed have been expanded into a vital and thriving \$2,000,000 Adult Education Centre which has already had two additions in the past year and has an enrolment of 1,800 that still is climbing.

The startling and dramatic success of adult education and retraining for the unemployed is generally conceded to be attributable to one man—Charles H. Rushton, the centre's director, a 41-year-old educator who is never hesitant at innovation, and whose main driving force is intense and dedicated devotion to his students. His infectious enthusiasm is transmitted to everyone who comes in contact with him, and most people regard with awe his facility for cutting through red tape, and getting the job done.

The Adult Education Centre now offers much more than retraining courses for the unemployed. In addition to skill courses, it offers academic upgrading to Grade 12 and part-time courses at nominal charges for employed persons, or anyone who is ineligible to receive retraining allowances. It operates a counselling centre where anyone can get aptitude and I.Q. tests. And it also acts as a clearing house in the community for information regarding all kinds of courses available—from programs at the local universities to English courses for new Canadians.

With this in mind, the timetable at the school is completely flexible and adjustable to suit each student's needs. The shift worker on days one week and nights the next can have this part-time course structured in such a way that when he is on his day shift he goes to school in the evening and when he is on the night shift he goes to school during the day.

"Many of the people we get here are the school dropouts, the ones that are being pushed out of jobs by lack of education and advancing automation. They are on the way down, and many of them have exhausted all the opportunities society has to offer," says Mr. Rushton.

"We are the last stop. Even if we manage to save only 50 per cent of them, give them some education and skill training and send them back to society, then we have done something—we have given society someone who will contribute something toward it, and at the same time,



Upholstery is one of the more popular courses at the Adult Education Centre. Over 35 people are currently enrolled in the 40-week course.

and more important, we have given a man some self-respect and hope for a better future."

And to those critics who resent society supporting persons while they take the courses, he points out that statistics show that a retrained person pays back the cost of his retraining in income taxes within three years of graduation.

"Of course, there are some that abuse the programs—but they are fewer than most people think. I certainly do not claim 100 per cent success. That is impossible. But the ones with which we do have success are a pure bonus to society. If they remained untrained and unemployed, society would eventually have to pay out more in the long run in welfare payments and unemployment insurance."

But it is not only the unemployed, the ones on the fringe of society, who concern Mr. Rushton. He feels that there are thousands of people now employed in dull, dead-end jobs who have the ability to better themselves. But lack of education, and the opportunity to get it, are keeping them chained to a life of unfulfilled desires and dreams.

He feels many people would like to return to school and education—some acquiring a thirst for knowledge and others realizing that their lack of education is

holding them back in their jobs. "But most people are terrified of returning to the rigid rules and formalities they remember so well from their earlier days when they went to school."

When he opened the counselling centre, he insisted that the atmosphere be as un-school-like as he could make it. There were comfortable armchairs and magazines in the waiting room and a courteous, friendly receptionist. In fact, every person who dropped into the centre was greeted with a cup of coffee and a smile.

And all full-time students at the Adult Education Centre take a three-week orientation course before they start any skill or academic upgrading course. "With orientation we try to take the initial fears away. It is a warming up period, a sort of getting-to-know-you course," Mr. Rushton says. During this period the student is gradually reintroduced to the group learning situation, thus avoiding tension, frustration and the feeling of failure, the three greatest factors in creating dropouts. And while all this is going on, the student's capabilities and talents are assessed by a series of tests, and his individual personal timetable is worked out. Mr. Rushton feels this orientation class is one of the essentials for successful adult education, particularly when the student has been away



Students in the appliance repair course learn how to fix washing machines as well as several other electrical appliances. The repaired goods are then offered for sale in the on-campus store operated by students in retail sales.

from formal schooling for a number of years.

During the first year of the classes when he was using day-school facilities during non-school hours, relations between the day-school and retraining classes were often strained. Many of the day-school teachers objected to the occasional cigarette butt on the floor, the mislaid papers and chalk and general disorder left by the retraining classes. Mr. Rushton sympathized with them but felt that a too rigid application of rules would frighten off his students, most of them school dropouts with an in-bred hostility toward school regulations. He felt if the price to pay for keeping these people in school was a little disorder in the classroom, then the price was well worth paying.

During the first few months of the courses, Mr. Rushton discovered that far too many promising students were dropping out for no apparent reason.

Investigation showed that the retrainees, all paid an allowance, had to wait two

weeks after starting the course before getting their first allowance cheques. Since the majority had been unemployed prior to the courses, the two-week waiting period was just too much — they had to go out and get any sort of job just to keep themselves and their families in food and shelter.

Appalled, Mr. Rushton started a program of speaking to the local high school board, under whose jurisdiction the retraining classes were operated, local service clubs and any other individuals who would listen, soliciting funds. With the money, he set up a loan fund, lending students a few dollars to tide them over until their first cheques arrived, at which time the loan was repaid.

When adult education came of age last year and finally got its own building, Mr. Rushton was bothered by one thing — there was no cafeteria where students and staff could get hot dinners at reasonable prices. Again he decided to do something about it. He organized the centre's own cafeteria with students operating it on their own as part of their adult education. The food is now bought by a purchasing class, prepared by the meat cutting and the food preparation classes and the whole operation is completely self-sustaining financially. The students themselves hire a cashier and pay her wages from proceeds. The centre now has a cafeteria offering low-cost dinners and the students are gaining practical experience. And students in the waitress courses also get practical experience in the staff dining room.

When students in the appliance repair course complained they were tired of pulling the same old washing machine apart and putting it together again, Mr. Rushton did more than just sympathize. He toured local appliance stores in Kitchener and Waterloo, arranging to purchase all their old broken-down appliances for a nominal sum. The appliance repair class now repairs all these appliances, thereby having a much greater variety with which to work. Moreover, the parts order class gets some practical experience in ordering parts for them, and the accounting students keep the books straight. To top it all, the repaired machines are sold to students through the retail sales class, which operates a small on-campus store for the benefit of students as well as themselves.

"This also gives students a chance to buy a reconditioned appliance at a very reasonable price," Mr. Rushton adds.

It was the same sort of story with the carpentry and building classes. As part of a project, they built a one-room building, but because of a shortage of funds to buy more materials it looked as if they would have to tear it down again and start build-

ing it again — a prospect guaranteed to lose student interest. But Mr. Rushton sold the building to a nearby church for a Sunday school room, and used the proceeds to buy more materials for students to practise building something else.

Co-operation

When the meat cutting class needed a cooler, Mr. Rushton got the drafting, electrical, machine shop and carpentry classes to get together and build it. Students in the carpentry class were also called into action to build partitions in the first addition to the centre.

He firmly believes in involving students as much as possible in the operation of the centre, making them feel it is their school and they are an integral part of it.

He killed two birds with one stone when he purchased three inexpensive tape recorders. The carpentry class built cabinets for the tape recorders, and the electrical class hooked the recorders to the classroom desks. Individual students in the typing practice class now listen via earphones to either of the machines (one is set for a slow lesson, the others, medium and fast). And when the English for new Canadians class moves into the classroom, the three tapes are changed and they use the same machines in a similar manner.

Operating on the principle that the varied needs of students must be met — a student might be capable of taking Grade 10 English, but his mathematics is only of Grade 4 calibre — has meant complicated and involved time-tabling. One method he tried (it worked successfully until the centre got too big) was to have students punch a time clock when they started the day, keeping the timecard on their person all day. The student took the card with him to each class, getting it signed by the teacher as proof of attendance. In this way the student himself became responsible for proving his attendance at each class he was supposed to attend.

But the school has not always had plain sailing. Six months ago the future for the Adult Education Centre looked bleak. From a high of 1,400, enrolment had dropped steadily to 1,000. Ten courses had been scrapped and of the remaining 27 being offered at that time, it seemed that only nine of them would survive. The sudden decline in adult education was due to new federal legislation. Prior to April 1967, the federal government paid 75 per cent of the cost of the program and the provincial government paid the remaining 25 per cent.

Mr. Rushton says that educational upgrading, a provincial responsibility, and trade training, a federal responsibility, are inextricably entwined and impossible to separate. Prior to the new agreement, a

man with a Grade 8 education who wanted to learn a skill trade that required a Grade 10 education, could go to the centre and take an intensive academic upgrading course to Grade 10 and then take his skill training.

But during the transitional period, this part of the program ran into difficulty. The new rules did not encourage the academic upgrading. Instead, greater emphasis was placed on the skill courses which an applicant could not take unless he had Grade 10. The result was that enrolment started to drop alarmingly. The Canada Manpower Centre, the federal agency which referred potential students to the school, now only referred students for skill courses who already had the academic qualifications. This was a frustrating experience for Mr. Rushton who could see the whole structure of adult education being undermined while the federal and provincial governments argued about who should pay for what. He sent telegrams, one signed by all the students at the centre, to the federal government criti-

cizing the new regulations. He complained bitterly to the local member of parliament and the Ontario Department of Education, and he argues his case with passion to anyone who will stop to listen. Relations with the local Canada Manpower Centre became strained as he accused them of adopting a too rigid interpretation of the new regulations. By September 1967, the situation looked so bleak that even Mr. Rushton's optimism was beginning to waver.

But his protests had begun to pay off. The local high school board, concerned about the deteriorating relations between the Adult Education Centre and the local Manpower Centre, organized meetings between the two groups to straighten things out. Meetings are now held once a month to sort out problems. Relations gradually improved and the Manpower Centre began to take a much more liberal and reasonable interpretation of the new regulations, with the result that enrolment started to climb again.

The Adult Education Centre has now

become so successful, and it offers such a variety of courses, that Manpower Centres across the province send students to it. Only about 25 per cent of the 787 students receiving allowances from Manpower are referrals from the Kitchener-Waterloo Manpower Centre. The rest come from all over the province.

Another boost to the Adult Education Centre was the decision by the provincial government to allow anyone to take courses at the centre, part-time or full-time, but without any retraining allowances. The new regulations came into effect on January 1, 1968, and by January 20 the centre had 117 applications from potential students. There are now 150 persons taking courses under the new provincial regulations — none of them receiving any allowances. Mr. Rushton now devotes a great deal of time to finding part-time jobs for these people who are not getting any allowances.

Enrolment

The latest enrolment breakdown at the school is: 787 from Canada Manpower receiving retraining allowances; 800 extension school students; 150 taking courses without any allowance; 100 in courses under what was known as Program 4, where employed persons are given time-off by their firms to go to school, with the government providing the retraining free; and 45 handicapped persons referred by the Ontario Department of Social and Family Services and the Workmen's Compensation Board.

The centre now has 70 full-time teachers, 34 part-time teachers, and offers about 51 courses. By the middle of 1968 it expects to offer about 70 courses.

"We are now reaching optimum size," Mr. Rushton says. "I would not like to see us grow too much bigger." While a great deal has been done to make adult education a respectable term in the community, Mr. Rushton realizes that prejudices die hard — there are still many who believe it is just a school for *hoodlums and toughs*. "I think the thing we have to concentrate on now is internal development, and we must strive to improve the quality of teaching," he adds.



Students in the chef-training course help to prepare food for the centre's cafeteria. The entire operation is run by the students. The purchasing class buys the food which is prepared by the meat cutting and chef training classes, and served by students in the waitressing course.

Elementary school design

Richard F. Lawton
Superintendent of Architectural Services
Ontario Department of Education

School architects have come to realize that the only certainty in K-8 education is change. Educators might say to their architect: "Give us flexibility in spaces, both large and small, because we are not certain that our staff will successfully adapt to team teaching and/or large group instruction. We may change our ideas." Or: "Give us flexibility so that we do not have to make up our minds now."

Flexibility — what does it mean?

Here, the word is not new. Eight or nine years ago, architects and school planners were talking about building in terms of ability to change areas. C. Herbert Paseur defined the expression as meaning: expansibility for exterior changes; versatility for multi-function; convertibility for interior changes. In those days, educators were not demanding *instant convertibility*. However, Paseur predicted that the reverse could well develop. And how right he was!

The traditional approach to building

planning has been a natural progression from a clear, well-defined statement of use to a fixed plan solution. In the school of today, and, indeed, of tomorrow, a clear, unchanging statement of use is no longer possible. All that can be said is that the school should be an area in which children are exposed to information-rich surroundings in which they will learn. The basic problem, then, is to decide how this totally man-made environment is to affect the learning process in the desired way — how space, sonic, thermal, luminous and social factors help children to learn.

At all levels of education there is currently a great interest in developing curricular patterns and teaching methods that help students learn how to formulate solutions to problems, as well as to acquire information for its own sake. Advances in technology — the use of instructional television, the trend toward automatic retrieval of data, the development of portable audio-visual equipment — all place new ways to learn at the disposal of teachers and students. We now need new spaces and areas in which to do these things.

A creative and talented architect can always find a solution to a planning problem. However, not even an architectural genius can solve a building problem before it is clearly stated. The educational specifications and learning philosophy must come first — architectural solutions will follow.

The well-designed school must serve the needs of the educational program — of the student, teacher and administration.

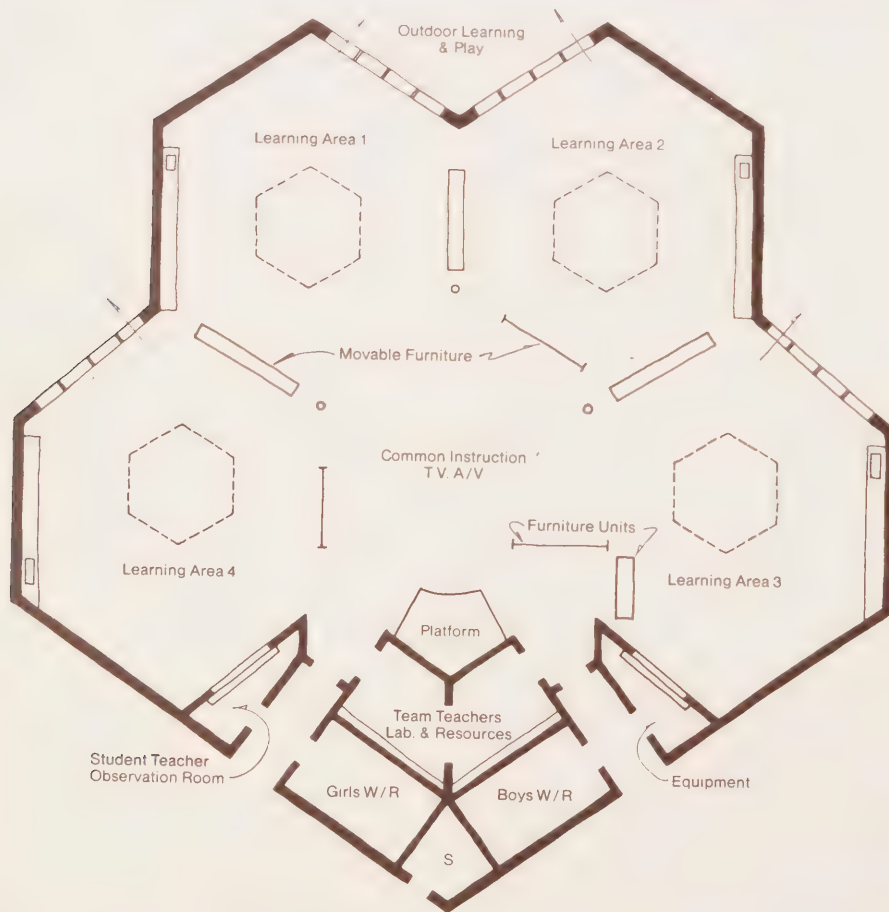
Architects have a habit of saying to their clients: "Tell us what you want, and we will produce it for you." Many do not seem to have grasped the fact that in this time of tremendous educational change it is difficult for the educator to establish what is wanted. The need is involved with those elusive elements of human problems. Opposing philosophies and theories, experiences and attitudes, opinions and conjecture all play a part. Out of this frustrating search has emerged that all-embracing descriptive clause — *we must have flexibility in our schools*.

To the architect, this immediately conjures up frightening visions of many planning terms — convertible, movable, removable, changeable, adaptable, divisible, demountable and so on. To build all these characteristics into a school building to meet unspecified flexibility in education for a building life of 50 years is to invite a fantastic rise in school construction costs.

Let us then attack the problem with a few direct questions:

- Do we mean open basic planning of an area in which immediate flexibility may be achieved by the provision of furniture, shelving, racks and furnishings that can be moved about, grouped, nested, stacked, in a variety of ways to produce combinations of large/small spaces?
- Are we talking about the use of movable full walls that collapse, fold, roll, that can be changed by a maintenance crew in one night? . . . by the teachers between class periods? . . . by specialists over a week-end? . . . during the holiday periods? . . . moved electrically or mechanically or manually in a few minutes?
- Or do we refer to flexibility in terms of ability to expand or extend the main building to meet future needs?
- If, in 20 years, the open space concept in education is reversed, do we want to be able to revert to the single unit with complete privacy per class, bearing in mind that the building still has a life value of 30 years?

The answers to these and many other questions of space-use concepts can come only after school planners have established the basic patterns of the program. Curriculum, group patterns and teaching techniques, use of tools and other materials to support the learning effort and the administrative pattern — all



OPEN PLAN — MOVABLE FURNITURE UNITS

directly, and fundamentally, affect the design, layout, furnishings, building materials and finishes, and, indeed, the colour schemes that comprise the school unit. A creative plan in programming should lead to a creative and effective design of the school facility.

The answer, of course, must lie in experimentation, and this is what is happening. In several provinces and in many areas of the United States, new schools have been built that explore many of the flexibility concepts. Some have adopted a limited open philosophy that makes use of folding walls and full dividers. By these means, spaces may be cut off for small group instruction or opened to large areas. Others have gone all out for open space, with no provision for closed sub-dividing, making use of units of furniture such as shelving, coat racks, low chalkboard stands to achieve compartments.

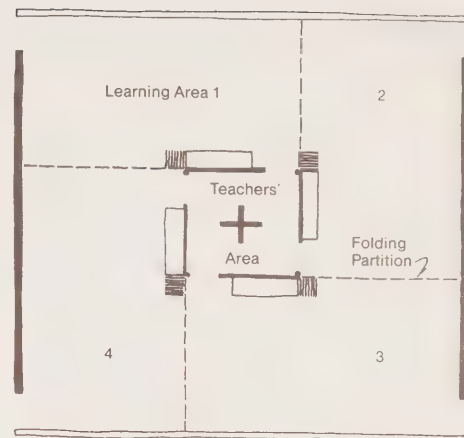
At present, it is too early to draw any conclusions as to the merit in any scheme. Only careful and detailed evaluation and analysis, after a suitable time period, of all the factors involved in the learning process carried out in these schools will enable us to establish a pattern for future development.

One visitor to a new school designed and built on the principle of no classroom found that "in one corner a group was peering through microscopes. In another

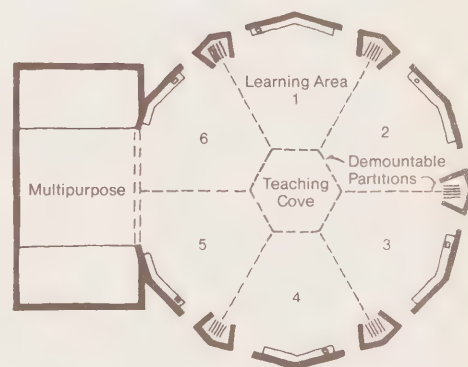
area a group, with their backs to the other children, sat intently at desks giving the teacher their full attention as she used the blackboard. In the third area children were singing and clapping. And a fourth group was huddled into a small knot absorbed in erecting huge cardboard boxes. Fully carpeted floors created an informal, muffled atmosphere".

The future? One can only speculate at this time. Of tremendous value is the work already done by the Educational Facilities Laboratories Incorporated in the United States. Since 1958, they have conducted a vast program of research, experimentation and dissemination of knowledge regarding educational facilities.

In Toronto, a major study of educational problems is presently under way, known as the Study of Education Facilities SEF. The Metropolitan Toronto School Board has established this study to estimate the nature and direction of the changes facing the public education system in Metropolitan Toronto. From this information, SEF will "recommend the kinds of school building facilities required to accommodate the needs of education in the present and future". It is a study of major importance, and at the end of its three-year operational period, there could emerge a system of modular school design and building that may influence education construction throughout Canada.

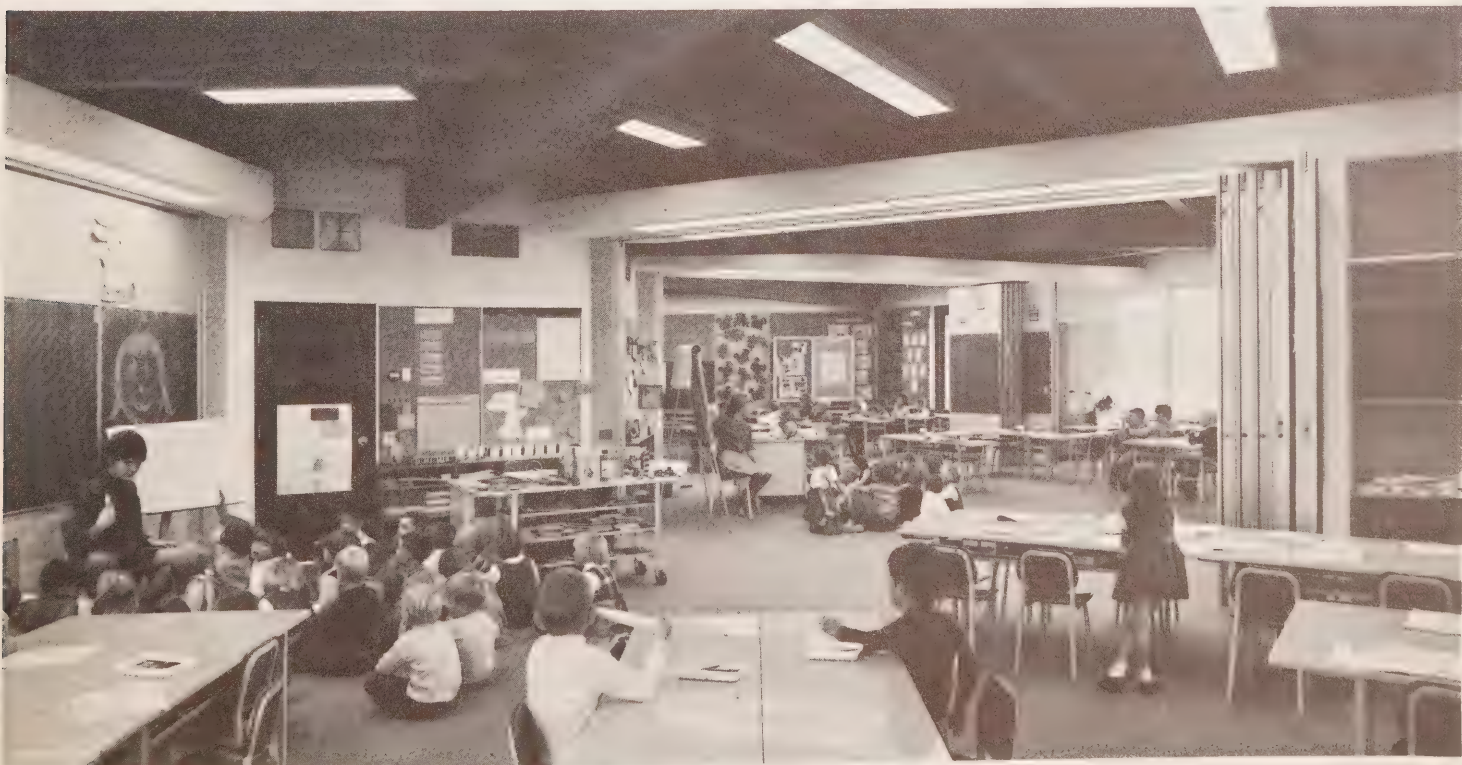


OPEN PLAN — FOLDING PARTITIONS



OPEN PLAN — DEMOUNTABLE PARTITIONS

Davis School, Pickering, Ontario.



Innovations in 13



The Ethnic Coffee Lounge was a most popular feature at the Hamilton Collegiate Institute Arts Festival, January 30. Barbara Bales was one of the girls serving coffee and pastries in the lounge sponsored by students in the Grade 13 home economics course.



A crafts display by Hamilton area artists was another of the exhibits at the festival. Mrs. Fred T. Brooks from the Hamilton Handicraft Guild, spoke on crafts in Canada and told students of programs available in the area.

Classes were suspended for the day of the festival to give students a chance to visit all the exhibits. In addition to the photographic display, there were exhibits on painting and sculpture, feature films from the National Film Board, performances by the Crest Theatre Hour Company, folksinging, and seminars on jazz and classical music.

DIMENSIONS

In Education



PERIODICALS READING ROOM
(Humanities and Social Sciences)



Secondary school design/Richard F. Lawton

Experimental English/John M. Bassett

The non-graded high school/Melvin E. C. Clarke



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Cover

At Barrington Middle School, Barrington, Illinois, science classes are held in the school planetarium. The dome or sky canopy is created by suspending a reinforced, fibreglas half-shell within the architectural space. Special lighting facilities are attached to the lower edge of the dome.

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Secondary school design

Richard F. Lawton
Superintendent of Architectural Services
Ontario Department of Education

Flexibility, open planning, movable walls and other design concepts are already being applied to elementary school planning. But what about secondary schools, with their need for many specific areas — shops, labs and vocational spaces? Can this concept of flexibility be extended to these more complicated educational facilities?

School planners currently realize a change in attitude is developing. Formerly, the new school had been looked upon as a badly needed solution to an enrolment problem with so many pupils and so many classrooms. Today, architects and educators must realize that they are planning and building for the students who must come later, even as far into the future as 2020. Worrying about the immediate problem is only part of the difficulty.

The Educational Facilities Laboratories in the U.S.A. receive letters which reflect such problems. Frequently, an enquiry will ask: *We are going to be building a new high school. How do we design it so it will not be obsolete in 20 years? How do we plan it so that we will not have to take a hammer to it in 10 years?*

These are difficult problems. It is not easy for the educator and architect to set aside tradition in order to provide flexible, changeable space. It is difficult to condition people to the philosophy that designing for education in 1968 may mean an obsolete building in 2000. We must begin tailoring our schools to meet constantly changing educational requirements.

But what is being done now? There is a growing awareness that the building, the curriculum, and the teacher *must get out of the student's way* and it is the responsibility of the architect to design a school

building to allow this to happen.

The emphasis today is on learning. More and more the pupil is being looked upon as an individual who is capable of absorbing information at his own rate of speed with facilities, environment, materials and guidance that will best achieve the ultimate result.

School planners want spaces to which a student can go independently — for an hour, or more if necessary; seminar spaces to accommodate small groups where the stimulation of round-table discussion can give the individual the kind of experience he can never get in a fixed classroom of 35 pupils. There is a need for spaces to handle one, 10, 30, 100 or more students. To accomplish this economically, we must plan the building and devise its use so that these spaces are fully utilized for most of the time. This flexibility and high multiple use of area can be achieved by movable, demountable, collapsing, folding and rolling walls and dividers.

Figure 1 shows a system of partitioning that combines folding units with demountable walls. Along one wall is a series of study carrels for individual private work. Many combinations of spaces can be achieved for seminar counselling and small and large group areas through the large selection of alternatives that is available. The folding units can be operated in a few minutes. However, the demountable walls require a week-end to be moved—or a summer, if the rearrangement is on a major scale.

Figure 2 indicates the basic classroom planning unit used at Barrington Middle School, Barrington, Illinois. From a carefully chosen modular area, a fully flexible arrangement of 12 classrooms can be achieved, which in themselves can be altered to suit any number of large or

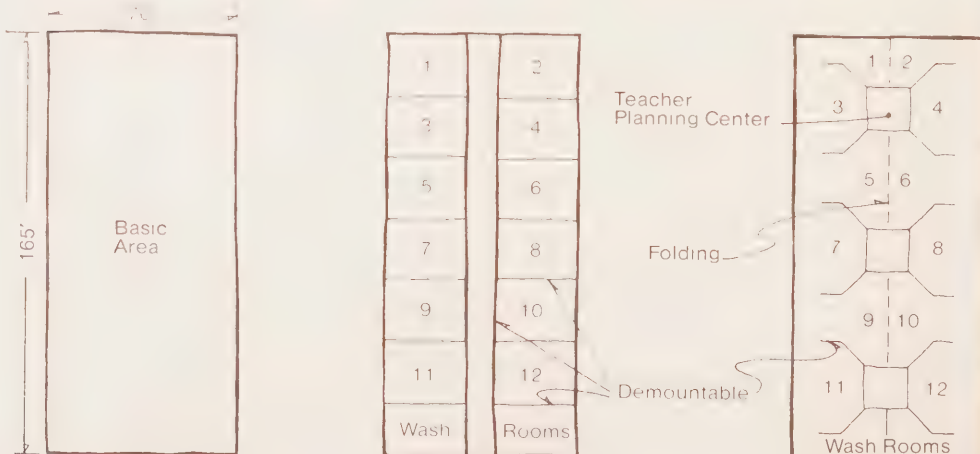


FIGURE 2

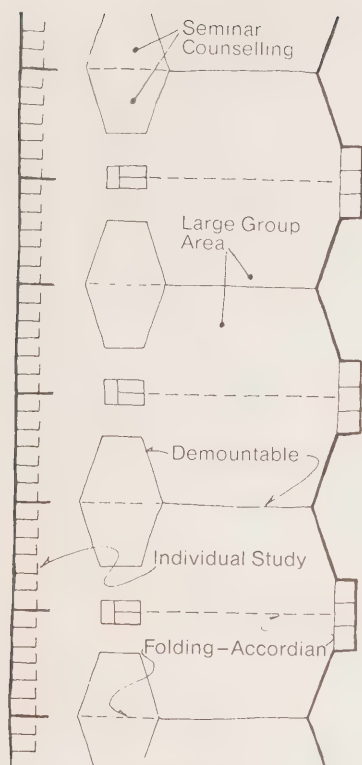


FIGURE 1

small spaces. Note also the possibility of converting this unit into the conventional double-loaded corridor system of classrooms. This school was the first to be constructed with the SCSD system of modular components. The School Construction Systems Development in the U.S.A. has developed a school building system using pre-engineered and designed modular components. The present SEF study now in progress by the Metropolitan Toronto School Board is generally patterned after this system.

Barrington School

The Barrington School has no fixed walls or structural columns within the basic instructional or classroom area. The structural, ceiling, lighting and heating systems are each designed independently of the space arrangement. Walls are of three types — demountable, accordion-operable and folding-operable.

Figure 3 shows one arrangement within the basic space unit.

While the purely academic spaces present no problem in achieving full flexibility, the vocational areas and labs do create considerable difficulty. These specialized

facilities require many complicated mechanical and electrical services which obviously cannot be moved about as easily as a wall unit. Piping and wiring must have fixed arrangements and while it is possible to locate these services in centrally-placed shafts and utility spaces, it is obvious that certain restrictions must be accepted in altering these vocational shops, labs and similar areas. Careful placing of utilities would allow a lab, for example, to be divisible into smaller labs. However, special trade shops each with equipment, water, gas, oxygen, drainage, ventilation and electrical connections, generally must be planned with few alterations or alternatives available.

Another problem is arising regarding urban schools. With the ever-increasing need for expanding educational facilities, our secondary schools are becoming very large complexes. Yet what is the effect of this in city areas where the cost of land is constantly increasing? It is obvious that if we continue to plan our facilities as spread-out complexes, the cost of school buildings in the city will rise alarmingly. In New York City this problem has become so serious that schools are now designed as multi-storey units—taking after the high rise office building or apartment. In Montreal, Sir George Williams University, which is essentially an in-city complex, has constructed new facilities in the form of a large multi-storey building occupying a city block. New concepts in the grouping of educational facilities must be devised for such schools and escalators and elevators must be provided to handle the vertical movement of large numbers of students.

Under Construction

In Washington Square, a new school is being built on land costing hundreds of thousands of dollars per acre. These were the general educational instructions given to the architects: *We cannot afford a large site. We cannot afford a playground; so cover the site with the building. But we want our site back, that is, the play space we would have had. So do not pile the building up on one corner, leaving a black asphalt playground surrounded by a metal fence. Let the building rise up so that we have several zones of space out of which we can snap at will and at once, the kinds of spaces we want from week to week — day to day — perhaps hour to hour. Give us our playground by putting it on the roof where we can afford it.*

Is this the urban school of the future: a school of eight storeys — a school in a large office building — in an apartment complex — in a shopping centre — in a community centre?

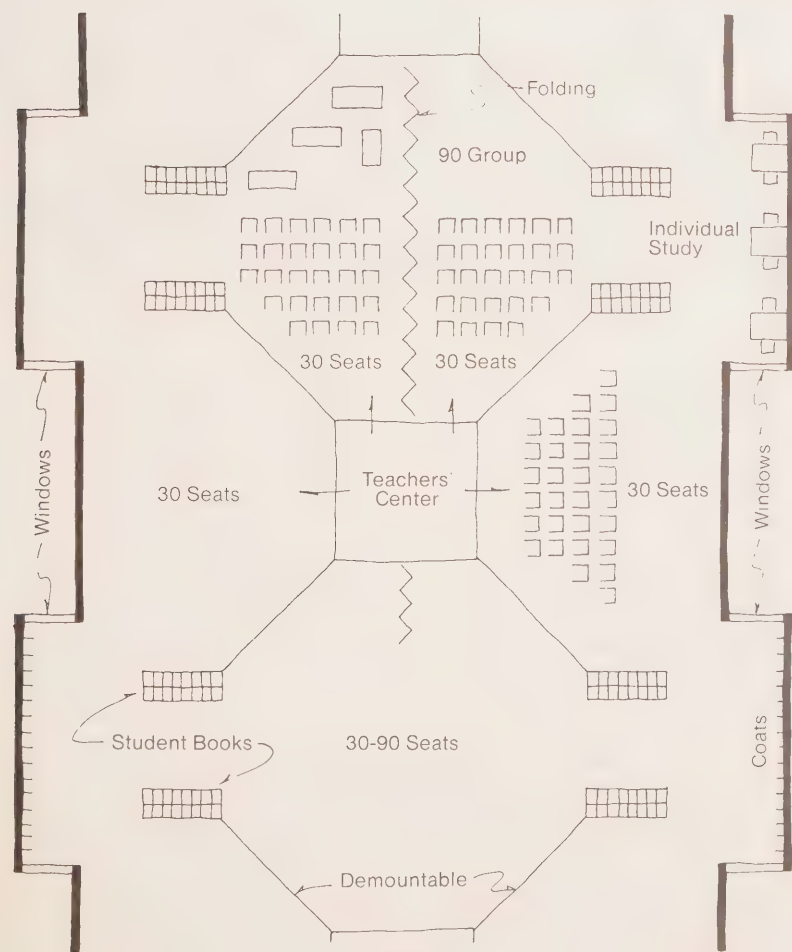


FIGURE 3

Experimental English

John M. Bassett
Co-ordinator of English
St. Catharines Board of Education

What is the first thing to do when you are offered a chance to try an experimental program? You grab the chance, keep your fingers crossed and steal ideas from every source that you can find.

At Merritton High School in St. Catharines, we were invited to try a new approach to English for students in the four-year stream. There were distinct advantages to trying something new in this particular school. It is the smallest school in our system, with a five-year Arts and Science stream and a four-year stream in Business and Commerce only. With the fairly small numbers involved, we were able to introduce the experiment in all four grades. The use of five teachers permitted regular and constant discussion of the program and a chance to change anything we wished. Add to that a principal, who allowed the timetable to be bent and even fractured at will, and we had some distinct advantages before we even started.

One thing we had to determine was the objective of the course. Where did this objective differ from that of the five-year stream? We, in fact, found no radical departure. We still wanted our students to leave us with an ability to communicate with clarity and some emphasis, and to understand what they read or heard with some discrimination.

But from here on in we found some big differences. Few of the students were university bound. All of them were going into the world of Madison Avenue, the idiot box, mass media, *Blow Up* and Bob Dylan.

For such a world it seemed that we could devise an alternative to the old course of study comprised of the Shakespearean play, the novel, the twenty poems and the grammar text. What to throw out? Like the Volkswagen advertisement, we threw out the textbooks; we threw out examinations; we threw out the study of formal grammar; we even threw out the name. But we did keep the basic objectives of expression and understanding.

The only textbooks used in any of the four years were an anthology of poetry, with no notes, no questions and a collection of plays for the different media.

We called the course Communications and went scurrying for ideas. We are happy to admit right now that probably nothing we did had not already been done all over Ontario by wise and imaginative teachers. We took what we could where we found it. The Guidelines for Pilot



Film sessions are an important part of the four-year senior experimental English program at Merritton High School, St. Catharines.

Schools sent out by the Department of Education were a tremendous help.

And here are some of our ideas. There has, inevitably, been a great deal of overlapping from year to year, but in the main we tried the following pattern.

Grade Nine

Perhaps one of the faults that we secondary school teachers tend to have is to forget that our Grade 9 students often come to us from the best, the most experienced teachers in the elementary school system. The students have been challenged and inspired. They have built up a momentum that must not be allowed to grind to a halt in a *dull catalogue of senseless things*.

To involve the new students as quickly as possible we started with a study of radio. First discussions centred on types of programs — news broadcasts, the disc jockey, FM radio, the CBC's concern for

minorities. Programs were taped and played back in class.

The next step was to produce radio programs in class. This might be the student's first involvement in a team effort. A group of five might do either a news broadcast, a session as a disc jockey or a small play adapted from something being read at the time. The teacher's friend, the tape-recorder, is there, of course, to tape the show, and later play it back for criticism.

Practice in both written and oral expression is involved with a live audience to pass judgment.

A slightly more formal approach is taken to the next part of the course, the novel. For the first novel, the class was divided into two parts, and two different novels were read and discussed. For the second novel, a small group read a novel and made its presentation. With an ample supply of paperbacks, the student could read the book of his choice.



These students are taping a fight scene from *The High and the Mighty* as a drama project in their four-year Grade 11 English program.

An historical approach was made to language. A bit of Old English was followed by a bit of Middle English, which was followed by other selections that finally led to Charlie Brown and John Lennon.

The entire class worked on a dictionary of contemporary and idiomatic expressions. Perhaps the teacher concerned found a greater growth in his own vocabulary from this effort than any of the students.

Grade Ten

In the study of poetry, we attempted almost everything but the question and answer method. A thematic approach was quite successful. The students' own choice from any source brought some interesting poems and some dreadful clichés.

One intriguing aspect was the students' identifying poems with their own recordings. Nancy Sinatra's *Summer Wine* is a

perfect parallel to *La Belle Dame*. Bob Dylan's *Positively 4th Street* reflects the mood of the ballad. Simon and Garfunkel provided a wonderful example of the poet's craft in the modern idiom. The students brought all these records and many more and stencilled for the class the poems that we were to read.

The next step was the writing of poetry. It is well to keep in mind W. H. Auden's words: "A beginner's effort [in poetry] cannot be called bad or imitative. They are imaginary. About an imaginary poem no criticism can be made since it is an imitation of poetry-in-general."

With this direction in mind we did not try to pick out the best poems, but let the class prepare its own volume of poetry. Once again the students cut all the stencils, provided illustrations and assembled the book. While the poems tended to stress Viet Nam and religion, there were some striking lines throughout the volume.

*The dark room sits in silent echoes
Of many years,
And many people linger here,
The Ghosts of time.*

The creation of magazines in various classrooms has become epidemic in our system. I have garnered in just the past few days *Luv*, *The Glamis Gazette*, *The Eclectic*, *The Venetian Blind*, *Nuts and Bolts*, *Folio* and *Poetry in Motion*.

Such magazines allow the students to write with a purpose which is a key to all creative writing in schools.

Grades Eleven and Twelve

The same teacher had Grades 11 and 12. Since the two courses showed some similarity, they are here combined.

A fairly intensive study of the magazine was the first aspect of the course. Magazines dating back 30 to 50 years were examined. Each magazine's reflection of the customs and mores of its day was discovered.

The students next brought in their favourite magazine. They talked about them and defended them. An arbitrary exchange was then made and while a boy may be examining true romances, a girl might evaluate a hot rod magazine. We had not realized the fierce loyalties that magazines inspire.

Next came a study of *Time*, *The Reader's Digest*, *Good Housekeeping*. Assignment sheets were prepared for various aspects of the magazines and formed the basis for discussion and criticism.

The next step was the writing of a *Mini-Reader's Digest*. One student would be assigned as editor, others would write advertisements, articles, humorous sections.

The problem of propaganda continually cropped up in the study of the magazine. The teacher carried this over into the study of the film. Each student was responsible for contacting a foreign embassy and getting from each a film. These films were presented by the students who had obtained them. They had to defend the country and the film while the rest of the class acted as critics in assessing the validity of the ideas presented.

We have brought feature films such as *Born Free*, *Hush*, *Hush*, *Sweet Charlotte* and others to examine different types of films. The short films we watch to discover technique, camera angles and use of colour and sound. Right now we are trying to shoot our own films.

After only six months it is too early to say if our approach is successful. This we can say though; the English teachers have enjoyed the experiment; the students say they like it.

Comment

The schools of Ontario should be well-ordered but not necessarily neat. Everyone remembers the teacher who insisted that all window-blinds be lowered the same distance. She was usually the one who kept children in neat rows with neat solutions to any problem that could be neatly stated.

Order is a basic human desire and capacity. It is *healthy* and considered essential to an *integrated* personality.

Neatness seems to be a neurotic tendency closely related to attitudes developed during toilet-training.

A field of weeds is completely orderly. There is a recognizable process of birth, growth, decline and death which is observable and understandable. A manicured suburban lawn is a good example of neatness imposed on order.

Neatness, pursued neurotically as an end in itself and characterized by such activities as picture-straightening and excessive hand-washing, has very little to do with education. There is some evidence that an environment characterized by normal human clutter and rich in messy materials that provide opportunities for sensory experiences is conducive to learning.

Scholarships

Scholarships and bursaries are now available to Ontario students attending summer courses at three French-language schools. The schools are: St. Thérèse, sponsored by the Ontario Department of Education; Trois Pistoles, run by the University of Western Ontario; and St. Pierre and Miquelon, financed by the University of Toronto.

The 30 scholarships and bursaries, given by the Ontario Department of Education, are each worth \$150 and will be divided equally among the three French-language summer schools.

An additional 20 scholarships and bursaries, each worth \$150, have been offered to the Quebec Ministry of Education for graduates of provincial normal schools who want to improve their English in Ontario. Two scholarships will also be available to students from St. Pierre and Miquelon who want to study English in Ontario during the summer.

For the past several years, Queen's University in Kingston has offered summer courses in English to French Canadians. A similar program will be available at the University of Toronto.

Ontario students may make application for the awards by writing the French summer schools concerned.

Legislative grants

Changes in general legislative grants for 1968 were announced last month by the Ontario Department of Education.

The foundation level is now \$280 for each elementary school pupil. This \$20 increase will provide more assistance to elementary school boards in meeting current operating expenses.

For high school boards, the foundation levels are being increased from \$450 to \$465 per non-vocational pupil, and from \$580 to \$600 per vocational pupil. Assistance also is being extended for special education programs and services.

Student film festival

A festival of films made by students in secondary schools across the province will be held as part of the exhibit of the Ontario Department of Education at the 1968 Canadian National Exhibition, August 15 to September 2.

Film entries will be screened and selected by a panel of major Canadian film producers. The Student Film Festival to be shown in the theatre of the Ontario Government Building replaces the Student Talent Festival held in previous years.

Further information and application forms are available from the Information Branch, Ontario Department of Education, 44 Eglinton Avenue West, Toronto 12. All application forms are to be completed and filed with the branch by May 30.

Summer courses

Three new courses are being introduced into the 1968 summer program sponsored by the Ontario Department of Education.

Art et science du langage is being offered in Ottawa. Elementary social studies, Grades 1-6, is being held at Peterborough. Fundamentals of educational television is being given in Toronto.

The new summer courses will run from July 2 to August 2, and fees for each course are \$50.

Booklets containing application forms and detailed information on all departmental summer courses will be mailed to elementary and secondary schools later this month.

Applications for departmental summer courses must be made before May 17 and a certified cheque or money order, payable to the Treasurer of Ontario, must accompany each application. Applications for all courses should be mailed to: Ontario Department of Education, 44 Eglinton Avenue West, Toronto 12.

Books

The Double Helix

James D. Watson
McClelland & Stewart 1968

From Cambridge in 1953 the news of the biggest breakthrough since Darwin burst on the scientific world and started a revolution in biology which is still gaining momentum. The discovery of the structure of the chemical DNA by the youthful scientists, James Watson, then only 25 and Francis Crick, was a turning point in the understanding of gene duplication and hence, heredity. The discovery has been called *the secret of life*.

For this achievement, Watson and Crick, who had more than once upset the establishment with their unorthodox theories and, in fact, had been ordered by their superiors to drop work on DNA, were awarded the Nobel Prize. In this highly readable and entertaining account, Watson conveys both the excitement and humour of their cliff-hanging race with the famous Linus Pauling for the most important of all scientific prizes.

The scientific descriptions are readily accessible to a layman and in any case are second in importance to the refreshingly honest insights into the way scientists work. The pictures of university and social life at Cambridge and on the continent equal those of C. P. Snow and the characters emerge as live and interesting as in fiction.

Ebullient spirits prevailed during the evening meal at the Green Door. Though Odile could not follow what we were saying, she was obviously cheered by the fact that Francis was about to bring off his second triumph within the month. If this course of events went on, they would soon be rich and could own a car. At no moment did Francis see any point in trying to simplify the matter for Odile's benefit. Ever since she told him that gravity only went three miles into the sky, this aspect of their relationship was set. Not only did she not know any science, but any attempt to put some in her head would be a losing fight against the years of her convent upbringing. The most to hope for was an appreciation of the linear way in which money was measured.

The book is characterized by a zest for life and discovery which is contagious. It would not be surprising if this story were to steer more than one student into a scientific career, in the way that one of the heroes was himself influenced by Erwin Schrodinger's book, **What Is Life?**

Innovations in 13

Class discussion, review, introduction, oral testing: the uses of transparencies in the Grade 13 French program seem to be limitless. Produced in Toronto at \$65 per set, transparencies are being introduced in schools across the province to promote more oral work in Grade 13.

At the Hon. W. C. Kennedy Collegiate Institute, Windsor, Melba F. Aitchison is finding the transparencies are an excellent way to review. Her students divide themselves into small groups, each responsible for reviewing the material illustrated in one of the transparencies. Some present a short summary of their part of the story; others question the class orally; while still others act out their work complete with costumes. All reviewing is conducted in French and students have time in class to prepare their presentations.

Mrs. Aitchison also uses transparencies to introduce new material and promote class discussion while work is being studied. In addition, she is considering using them for oral testing.

The transparencies come in three sets, one for each book on this year's Grade 13 course, and were designed by Sal Amenta, a Toronto-area artist. In each series there are seven transparencies dealing with important parts of the stories. A teachers' manual is also included with each set.

Next year McGraw-Hill Canada Limited hopes to offer additional transparencies for the expanded Grade 13 French program. In addition, Technifax Canada Limited will produce transparencies for *Le Notaire Du Havre* by Georges Duhamel.



John Emerson explains a scene from *La Parure* de Guy de Maupassant. Grade 13 students taking French at Kennedy Collegiate Institute, Windsor, find transparencies helpful in conducting class review.



Students conduct the review entirely in French. Each group, from two to five students, is responsible for preparing its own presentation.

The non-graded high school

Melvin E. C. Clarke
Principal
Oakville-Trafalgar High School

Oakville-Trafalgar High School is one of six non-graded secondary schools in Ontario. Since last September, this school has been taking part in innovations in secondary school planning, an experiment sponsored by the Ontario Department of Education. The OTHS plan works this way.

- The same amount of time is given to each subject — one period per day.
- The credit system is used. This is as simple as possible — a credit is a subject taken for one year covering a prescribed course or its equivalent successfully.
- The number of credits required by a student to achieve a Secondary School Graduation Diploma is 27 — seven credits per year; six the final year.
- The number of compulsory subjects is 13, not 20. In level 9, the subjects are English, history, mathematics, science (physics), physical education and health. In level 10, they are English, geography, physical education and health; in level 11, English, history, physical education and health; and in level 12, English and geography.
- There are more free choices or electives. The courses which had been labelled for four-year students only are available to all. New courses have been created in levels 11 and 12. These are urban geography; English and communications, a study of English as used by the various types of mass media; creative writing; physical education and health, a course developed for the student who excels or has aspirations towards a career in this field. Biology has been introduced in the 11th year to give students a science course other than physics. Computer science is being taught to 12th year students.

Prerequisites

- A system of prerequisites has been set up. Unless circumstances are very unusual, a student must take 9th year mathematics to be able to select 10th year mathematics.
- Three streams are operating. Enriched: this is a truly enriched course, not just more work. Advanced: this is for students who need more direction in a subject but are still capable of 13th year work and possibly university. General: comparable to the former four-year arts and science or business and commerce programs. Students taking a subject at this level must graduate in it at the end of the 12th year. If they are good enough, they can be allowed to repeat it at the 12th year advanced level and, if successful, go on. But

this move is not restricted to the 12th year.

- There are nine periods each day. This, in effect, gives each student a spare period and the day has been lengthened to go from 8:30 a.m. to 3:30 p.m.
- Problems that arise are handled from three directions — the administration, the teacher, the school board.

The school administrative problems are very great and have not been alleviated as yet. But some relief is in sight. A computer is an absolute necessity. If each non-graded school could have a terminal linked to a central computer many difficulties could be overcome.

Problems

The non-graded system creates problems in keeping track of students and in giving out selected information. Timetables and class lists need frequent and speedy correction, and checking attendance and maintaining registers also present serious difficulties. Reporting to parents and keeping records become an even greater problem because of the physical set-up of this system. Computer programs could alleviate much of this work.

Moreover, the tremendous amount of counselling that must be done puts a great burden on the counsellors and administration. Since there are no formal guidance classes, the *new approach* means a *one-to-one* relationship and because of the large number of electives, option sheets must be thoroughly scanned to make sure students are making wise choices.

In addition universities are constantly revising their curricula and entrance requirements and high schools are expected to do the initial processing of applicants.

While administration at all levels is important, the success or failure of this type of program rests on the shoulders of the classroom teacher. The framework of the non-graded school is being used to relieve teachers from being the source of all light and the fountain of all wisdom. They are now resource people who can help students to learn, to seek out knowledge, to come to conclusions. Teachers can now say: "I do not know, but let us find out."

Teachers at OTHS, with the assistance of program consultants, have been experimenting with departmental courses of study. Our students are becoming participants in their own education. It is no longer a controlled dialogue only between teacher and student. Students can now challenge students and students can also challenge the teacher. Students also have some say in course content.

We are trying other approaches too. Students can leave the classroom for a

period of time to study some aspect of a subject which interests them. They must satisfy the teacher of their intentions and, at the end of their allotted time, make reports. Others may take time off to work at different subjects as long as they keep up with the class.

If the experiment in non-grading is to succeed, both teachers and students must have access to well-stocked resource centres. Such centres are essential for new approaches in Ontario education.

Planning for flexibility must be considered in the building of new schools. The old concept of schools must change for schools that are much more flexible, and schools now in existence must be adjusted as well as possible to this new concept.

Teacher training presents another problem. Teachers are not being trained for the type of teaching in non-graded schools and teachers at OTHS are finding this change no easy transition. For instance, teachers who feel that silence in a room means *golden* results for the student must now realize that good conversation, on the subject at hand, is beneficial for the student.

School boards across the province are already having problems with the rising cost of education and this system is not one that will alleviate their problems.

All of our innovations sound very expensive and they are. But we are realizing our objectives. We are discovering how to teach our students to learn by methods which are valid for today and the future. We are learning how to prepare our students to live with change. We are finding ways to develop in them an understanding of their fellow men.

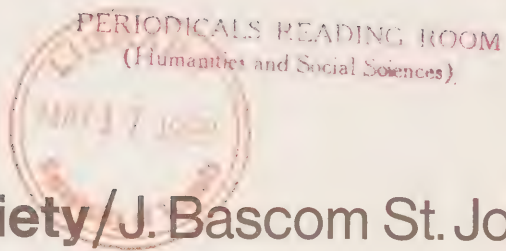
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Education, the individual and society/J. Bascom St. John
Centennial centre/Douglas A. Penny



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Cover

Three circular towers joined by a triangular great hall form the Core Building of the Centennial Centre of Science and Technology in Toronto. Between the two towers shown under construction is the shaft for elevators and escalators serving the main exhibit halls, which appear in the foreground.

Education, the individual and society

J. Bascom St. John
Chairman
Policy and Development Council
Ontario Department of Education

A great deal has yet to be done to analyze the relationship between education and society. But it is being realized with more and more clarity that there is an interaction between these two human achievements. Taken either way, there is a mutuality by which the distinction of a civilization is dependent on the advancement of its education, and vice versa.

It is one of the fallacies of the educational dreams of the underdeveloped countries that if they could get education all the other advantages of a material civilization would come automatically. The delusion is in the fact that without the high production of wealth in an advanced economy a country cannot support the increasing costliness of the education that makes the production possible. And without the high level of education, there can be no powerful industrial complex.

In this respect, there is nothing more dramatically clear in the investment theory of education than this paradox. Just as a company has to advance its capital investment before it may reap its returns, so society has to deny itself enough to create the education it needs, so that further advances may be made on other fronts. People who become alarmed at high budgets for education ought to try to realize that fact.

To some extent the sort of education which must be provided cannot be positively described. Within any year one might hear a thousand times that we must educate to-day's youth for to-morrow's world. People beat their brains out trying to imagine how life will be 50 years from now, when they can no more foresee these details than their parents did. A society can only educate for developed intelligence and for the attitudes of useful activity.

The sort of society we are now living in was started on its way about 300 years ago as a result of the creative insight of men like Francis Bacon, who thought of the scientific way of acquiring knowledge. The slow acceptance of inductive science was turned into a raging flood of discovery by the more recent idea of deliberate research, and a major problem of the times is now the quantity of new knowledge and the incredible mastery of natural forces.

Having got to where we are with no conscious educational purpose it may be assumed, therefore, that the education of the future will be basically similar to that which we now have, except that it will

continue to grow more sophisticated, complex and extensive. It may possibly start sooner, and it will unquestionably last longer. More and more demands will be made on all levels of intelligence, and within limits these demands will be reached.

People are fond of quoting some great scientist, probably Einstein, as having said that we have never used even 10 per cent of our mental ability. Very likely ways and means will be found to stimulate greater effort by the brighter young people, as we learn more about how the mind learns, if this is really possible.

With all this, there are several factors which may substantially change the obvious course of coming events, in so far as they may affect education.

One is, of course, whatever would be the modern form of the old saw: "You can lead a horse to water but you can't make him drink." (What's a horse, Daddy?).

I have sometimes wondered whether we might be heading into a rebellion by a considerable proportion of the population against the incessant pressure to learn more and to work harder and harder for a more and more abstract educational objective. Nobody in his senses would say that our society is disciplined, purposeful and industrious in the non-educational aspects of life. Why should we assume that it will be more so in its attitude toward education? On the whole, it is the more surprising that the educational effort has remained vigorous as long as it has. The rejection of society and its benefits, including education, by the hippie movement ought not to be under-estimated as a sign of the times.

A society which puts an emphasis on material gain as the primary motive for education is asking for disillusionment with both the means and the end. The beginnings of this may have started.

A second possible consequence of our educational achievement is that it is possible that knowledge will get too complex and extensive to be understood by any but the most gifted. There would seem to be a point of diminishing returns in the constantly rising demand for higher performance in schools, and the constantly rising standards of admission to later stages from kindergarten on to graduate school.

Variations of intelligence will remain with us, and much modern knowledge will always be beyond the capacity of a great many minds to understand it.

This gap seems likely to widen, and it will more than likely slow down the material, scientific and technological development which seems unlimited in

theory to the sanguine mind enchanted by modern progress. The historian knows that earlier civilizations have always tripped over difficulties and obstacles which no imagination of an earlier time had foreseen. That we might eventually grow so complex in some fields that only a precious few could understand even their own part, could well be the pitfall that brings on the collapse. Education will then have stultified itself.

Nevertheless, we may have some distance to go yet. The barrier over which Western civilization will tumble is more likely to be moral weakness than intellectual stultification. Just as we have gone much further in material achievement than any previous civilization, so it must be assumed that later civilizations — if there are any — will advance beyond the most extreme limits we may reach. Perpetual progress is as illusory as perpetual motion. It is as futile to think that we can plan a fool-proof education for our children and their descendants, which will result in an ever-rising spiral of social achievement, without plateau or setback.

I think we should also not expect that our educational future will inevitably tend to serve an increasingly advanced materialistic civilization. As most of us can see, the miracle of communication achievement, television, is somewhat impaired by the inadequacy of what it communicates to us. Even when we have sought to place this marvellous medium beyond the reach of greed, by supporting it with wealth drawn impartially from taxation, as in Britain, in Canada in the early days of the CBC, and in some other countries, there has been a good deal of triviality, banality and much unconstructive philosophy, transmitted straight into people's homes.

In many respects commercial communication as it exists is an enemy of all that education seeks to do, and no degree of excellence in our educational programs, no extravagance of educational expenditure, and no authority of the most respected educational institution, seems to have the slightest influence on the content of mass communication, day in and day out. And television is but one of the media of which this might be said.

A question I have often pondered asks what might be done to make the ideals of education effective in the various aspects of society. Our forefathers, to whom we must give credit for conceiving and establishing the system of schools now so commonplace, looked forward to the abolition of ignorance, poverty, crime, and to the establishment of a social order founded on justice, and dedicated to the

highest ideals of humanity, through the purpose and effect of education. Perhaps we have made some progress in the pursuit of these goals, but realism demands that we admit that we have still a long way to go.

Nothing is gained by asserting that our forefathers expected the wrong things and sought impossible goals. It is in the nature of things that we fall short of all our ideals. But surely it is not necessary to admit, with the vast educational establishment we have now set up, that none of its idealistic purpose is attainable.

Perhaps the best service education could give society would be to create and develop individual persons, who are, at the same time, aware of their interdependence as members of a complex society.

There is a very conventional sound to that objective, but it is becoming obvious that the mass man and woman, the manipulated citizen, induced to think, eat and wear the same things, is a pretty sorry specimen. Subjects to the tyranny of fads, enslaved by fashion, overwhelmed by mass entertainment, teased or bullied into thinking the same thoughts as everyone else, loving or hating the people they are told to love or hate, it is not surprising that people are ridden by discontent, futility and disillusionment. Must education be defeated by this condition?

It is easy to pose questions; not so easy, sometimes, to answer them. The scale of society has become so vast, the numbers of people so great, that to hope that one by one we may regain our individual integrity in schools and colleges which are themselves awash in mass standards and pressures, is perhaps an insuperable challenge. Have we the teachers who know how to call forth the individuality of persons, and to make them sufficiently self-conscious that they know they are persons, and can resist the temptations and corrosions of a perverted society, being run to destroy individuals?

I sometimes think we ask our schools to do much too complex a job, and that we should be seeking with urgency to simplify, integrate and co-ordinate the knowledge we impart. In spite of the nature of our civilization, the scale of human nature remains much the same. Unless we are to drive everybody crazy, we shall have to keep things in some sort of relationship with the person. Far too little thought is being consciously given to this objective, or to the means of realizing it. If education is going to have a significant future, an answer to the problem of the individual in the mass society will have to be found. And there is not much time.

Books

The Naked Ape

Desmond Morris

Jonathan Cape, London 1968

Man, it seems, must look at himself these days with a slightly jaundiced eye. In the past two or three years one writer after another has committed himself to the notion that *homo sapiens* is, at best, a brutal creature, whose attempts at civilization, although marked by a few successes, have not at all hidden the facts — that man, still guided by the instincts of his primordial ancestors, is a killer whose chief interests are his little patch of land and regular and liberal helpings of sex and food.

The latest exponent of this sort of thinking is Dr. Desmond Morris, a British zoologist whose book, **The Naked Ape**, has made its author rich enough to escape the rigors of modern society in a cozy European hideout where he is engaged in further thoughts about man and the world.

The Naked Ape is a classic put-down of man. Dr. Morris admits this himself when he says he deliberately chose the title and the term in order to make his readers aware of their humble and violent origins.

With great detachment he discusses the various phenomena of human life: sex, food, fighting, birth, death, religion — and at no time does he allow himself to get bogged down in sentimentality or a trace of emotion.

Well? Ho-hum. What is the fuss? Has Dr. Morris told us anything we do not already know? Apart from a few tit-bits of animal information (for instance, he states that the Mexican hairless dog, with its high body temperature, was bred to serve as a living hot-water bottle) there is not much in this book that is startling.

For a good long time now man has been aware of his deficiencies. The Greeks suffered over them as did the people of civilizations before that. Christ knew of them and so did Buddha and Allah and numerous saints, sinners, poets, mystics and artists throughout history.

The message, in other words, is just the same. Only the medium has changed. Whereas we once learned of our plight from men of God, we now learn of it from men of science.

The only thing that is at all important about it is this: will anything help?

E. Douglas Hughes

Centennial Centre

Douglas A. Penny
Director of Education
Centennial Centre of Science and Technology

Sir Frederick Banting's laboratory, the first steam-powered car produced in Canada and a space capsule you can operate yourself: these are some of the things to be seen when the Centennial Centre of Science and Technology opens in 1969. The Centre, designed by Raymond Moriyama and being built in Toronto, is Ontario's official centennial project.

But why did the province choose a science and technology centre for its centennial project? And why do those involved with the Centre believe there is a need for public education in science and technology?

For the most part, life as we know it today has resulted from the gradual assimilation of science and its practical expression in technology. In the 13th century, the common man was accustomed to long hours of drudgery and could anticipate a working life of 15 to 20 years. He feared death from the plague

and starvation from crop failure, and what food he could find was limited to a few staples. Spices and herbs were luxuries few could afford. 800 years ago conditions such as these existed, but more important, today they still exist for more than half of the world's inhabitants.

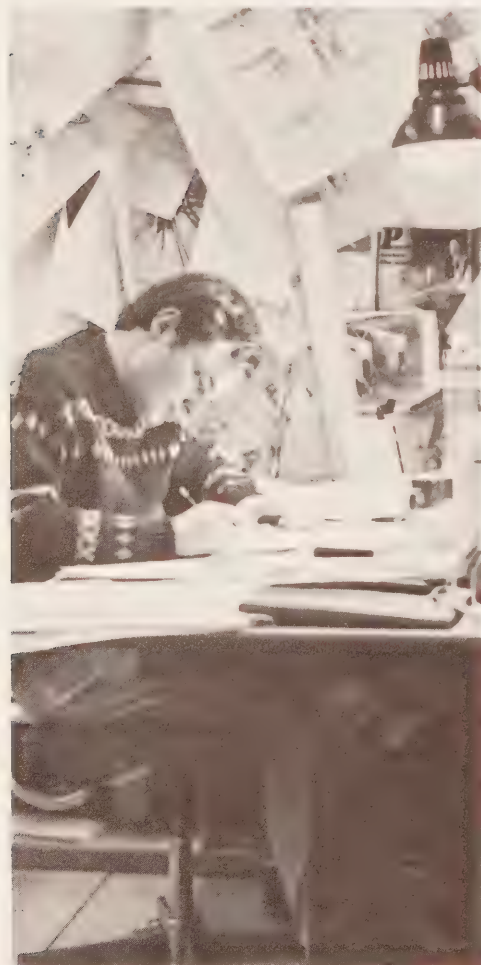
Unquestionably the age of science and technology still has a long way to go. But we can no longer drift gradually into the new technology. It is now imperative that we understand the nature of the phenomenon with which we are dealing.

This is why most of the exhibits at the Centre are being designed for active participation, not passive viewing. The visitor is invited to work apparatus to learn about the exhibit and it is this element of participation, as opposed to passive viewing, that will distinguish these exhibits from those in most other museums.

Although exhibit space in the three buildings of the Centre amounts to almost 165,000 square feet, the display area is not large enough to show every significant aspect of science and technology. As a result, the staff of the Centre selected several important areas within

which exhibits could be designed. Certain concepts belonging to basic science such as force; mass; acceleration; energy; relativity; the nature of light, electricity, and magnetism; the structure of atoms and the ways in which they combine to form matter were easy to choose. However, beyond these concepts the choice was more difficult.

Certain criteria for selection were established. The number of areas shown had to be small enough so that each could be reasonably complete. The areas selected had to be significant, with their significance more heavily linked to the present and future than to the past. The areas shown had to, if possible, be interdisciplinary, showing the contribution of several branches of science and technology to understanding of the topics. The areas illustrated had to be those in which there are closely related technological applications so that no hard and fast distinction could be made between *pure* and *applied science*. The areas selected had to have special relevance to Canada and if possible, Ontario. And finally, the area had to lend itself to



The design stage is the first step in the production of each exhibit.



After several consultations between the designers and engineers, plans for each exhibit are turned over to technicians and craftsmen for construction.

illustration by three dimensional and participational exhibits, within the technical and financial means available to the Centre.

As a result, six general areas have been selected for exhibit development, in addition to the basic science topics mentioned above. The first of these is about life and living things — the nutrition of organisms, their physiology, hormone control and genetics. Man is the principal organism in the exhibit. There is also a series on radiation showing the physics and chemistry of production; biological effects producing genetic changes; and, medical and industrial application. Completing this area is an exhibit on the history and development of microscopy.

The second group of exhibits concerns communication explaining development of language; history of signalling; wireless communication; communication with machines through guidance and control systems; communication of mathematical ideas; and the role of computers.

The third series involves engineering. It illustrates sources of energy and prime movers showing how energy is used in

material handling and technology. There is also an exhibit on automation.

The development of transportation contains exhibits on railways, ships, flight and roads, time-keeping and mapping.

The fifth group of exhibits illustrates Canadian resources. These cover renewable resources such as agriculture, fisheries and forestry; non-renewable mineral resources; water resources; and the north.

The last major area is the Junior Museum. While the exhibits in the other areas are directed at the general public, those in the Junior Museum are aimed at the elementary school student. The displays — drawn from mechanics, sound, light, electricity and magnetism, animal behaviour and perception — form a miniature museum of science and technology at the child's level. The participational element is heavily emphasized here and much of this participation involves considerable physical exertion so that children will wear off their energy in constructive ways. In many cases, exhibits take the form of a simple game or contest and everywhere design reflects a spirit of fun and enjoyment. Each exhibit, however,

provides a valid learning experience — learning resulting from direct involvement and physical sensation rather than sight or sound.

Because not all the concepts in the related areas can be shown through exhibits, the central building of the Centre contains lecture theatres and auditoria which can accommodate from 30 to 500 people for discussions, seminars and lectures. These rooms will be outfitted with closed-circuit television, film and slide projectors and demonstration facilities.

The Centre has both 16 and 35mm projection equipment and will offer regular performances of scientific and technological films. In addition there are plans for a film and video-tape library.

A group of laboratories for public use also is part of the Centre. During the school term, classes will spend half days in these laboratories under the guidance of skilled technicians and demonstrators. On evenings, weekends and in the summer, these laboratories can be used by students with special talents or interests in research projects. These students, referred by teachers, will be supervised by the professional staff at the Centre, who will also help the students make contact with scientists in industry, government, and university with similar interests.

When the buildings, exhibits and staff are complete and programs and procedures have been established, the Centre will be able to handle over 3,000 students per day. Eventually, dormitories will be provided so that children from every part of Ontario can visit the Centre.

Because the Centre will have its own instructional staff, teachers visiting the Centre will not be required to supervise their own classes. In fact, because of the design of the exhibits, children do not need supervision for much of the time.

There are plans for professional development activities for the teachers accompanying their classes. In these one-day sessions, teachers will be able to watch demonstrations on new methods, audio-visual techniques, apparatus, laboratory and shop exercises, often with their own classes as participants. Special lectures will be offered by experts on new and significant aspects of science or technology, or curriculum developments.

There is also the possibility that professional development courses will be available in the evenings and the summer.

The Centre will pioneer the development of new teaching procedures, audio-visual aids, improved demonstration apparatus and laboratory exercises. And the scientists, designers and artisans of the Centre, working with the teachers in the educational division, are already making important contributions in this field.



These Grade 7 students inspect the final result, a space capsule which they can operate themselves.

Innovations in 13

Add one converted home economics room and a liberal budget for audio-visual aids. Subtract external finals in Grade 13 and the result is John F. Ogletree's formula for learning biology.

Mr. Ogletree, head of the science department at Chatham Collegiate Institute, calls his program independent study and he is the first to admit it would have been impossible during the years of Grade 13 departmental examinations. "But this year was a challenge to try something new," says Mr. Ogletree, "and so we did."

Two things were required to put his plan into operation — renovations to the room and organization of materials on hand. The first was accomplished by the Science Club one Saturday. They built shelves and bookcases, erected partitions, painted and adapted cupboards to form the screen for the projection centre. In one day they transformed a home economics room into a biology centre with discussion, laboratory, projection, vivaria and classroom areas.

Mr. Ogletree catalogued all his materials and formed a course of study of approximately 15 units. His students work at their own rate within each unit. Although the length of each unit varies with the topic, most last from two to three weeks with a few days between each unit to allow slower students to catch up. This is also a bonus for faster students who can use the time to prepare for the next topic or pursue another aspect of the program which interests them.

"The course of study is basically last year's Grade 13 program with some omissions and additions," says Mr. Ogletree. "The difference is that this year the students are discovering biology themselves."



Independent study is emphasized in the Grade 13 biology course at Chatham Collegiate Institute. Students work out their own experiments, make notes and explore related topics which interest them.

John F. Ogletree, head of the science department, has organized his room into five basic areas — classroom, laboratory, vivaria, projection centre and discussion area. An extensive library is part of the discussion area.





Screen education at C. W. Jefferys Secondary School, North York is a popular extra-curricular activity. Instructor Robert M. Sims explains operation of equipment and artistry of film making.

Screen education



Script writing is a continuous progression from discussion to scenario. When the final scenario has been accepted, students prepare a shooting script for each individual sequence.



The shooting is arranged by location and commercial laboratories do the film processing. The unedited film or rushes are viewed by the film club before editing.



The student film editor cuts all film into individual shots and arranges the good shots in sequence. Sound and titles are added before the first screening of the film.

Justice — an answer

And so the Principal with all the weight of his authority
Did not know where
Nor how
Justice might be found
And now the boy sits in front of me
In the warm atmosphere of the Counselling Office,
An office though,
And hardly less formidable than the Principal's
But one in which *love* goes out in search of need
And not just *Justice* measured to crime.
And so he sits here
On the Principal's referral.
I cannot see the open-toed running shoes
But I do see the hanging head,
The shrugged shoulders,
And the hands still caked with yesterday's mud.
And as the sun of a Maytime afternoon
Falls on the boy
The silent boy
I wonder why the springtime sun spells life and renewed hope
For violet, bird and tree
And not for this boy
Who sits with winter's frost still upon his heart.
I only hope
That the understanding *love* of a Guidance Counsellor
Has power to bring warmth into a child's heart
And peace into a child's mind —
The heart of this child
The mind of this child
With the torn sweater and the furtive look.
Now he dares to look up at me;
He measures me!
Yes, he too wants *Justice* —
The help that is his due.
Shall I with glib word and statistic efficiency
Solve the needs of this case?
Shall I dare to imagine
That I carry within the confines of my small understanding
An answer to all the woes
That have plagued the human spirit
Since the world began?
He shifts impatiently in his chair
Wondering
Why I am so slow to administer
Justice! Justice! Justice!
The little girl's parents phoned in —
They wanted *Justice!*
The teacher busy with more important children
Still wants *Justice!*

The Principal wants *Justice* for he said:
"I don't know how to handle the little roughneck.
See what you can do!"
And here I am doing nothing
While the seconds drag by like hours.
The boy looks up in a half-sullen,
Half-arrogant manner,
Is the child going to sit in judgment on me?
Is he, in the name of mankind, going to say:
"You failed to see the *person* within me,
Me, the child of the slums,
Me, the victim of wrangling parents,
Me, with no bid for *Justice* except that I am a *person*?"
Somehow he shows me what I must do to administer *Justice*:
I must treat him as a *person* —
One who has the right to speak in his own cause;
That is what his fists have been trying to do —
"An a-social response!"
A limp remark from my Psychology books!
And so I say to him gently:
"Tell me what's wrong. Maybe I can help you."
The all-too-apparent weakness of my position
Finds an echo in his own insecurity.
He looks up at me and I look at him.
Beyond the periphery of sweater and hands —
Beyond the periphery of even sullenness and resentment —
I do find a *person* like myself.
I smile at the discovery.
And he smiles in return — a shy smile.
The first chirp of a wild bird could not be more frail.
The groping steps of a man lost in a tunnel
Could not be more hesitant.
But he did smile!!
And more than that, he told me how he looked at his world
From his vantage point,
Or rather I should say from his disadvantage point.
Somehow, as I tried to see his world
From *his* frame of reference
He began to see the adult world from *mine*.
And so a bond was formed —
A bond of *love*.
Yes, I had given him acceptance and understanding.
I had treated him as a *person*.
I had given him *Justice*.
But this *Justice* had another name —
It was *love*.

Sister Mary Adelaide, Guidance Counsellor
St. Joseph's College School, Toronto

DIMENSIONS

in Education

June 1968



V. 2, no. 6

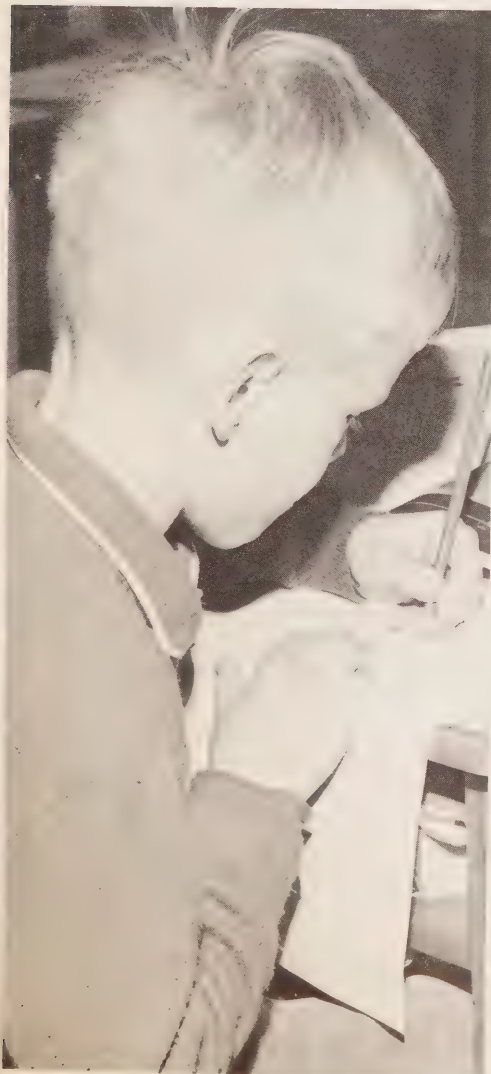
PERIODICALS
(Humanities and Social Sciences)

PERIODICALS READING ROOM
(Humanities and Social Sciences)



Continuous progress / Del Bell

School-to-school / Darryl Dean



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Cover

These children are all involved in Project School-to-School, a program recently started by the Ontario Department of Education to promote better understanding and co-operation among Commonwealth students.

Outdoor science

Summer school science classes are moving outdoors this July.

The Ontario Department of Education is offering a summer program in elementary science available to both elementary and secondary school teachers in the province. It is designed to assist teachers in developing science programs for children in the primary and junior divisions and will include discussion periods, lectures, laboratory work, excursions and outdoor activities.

Four Ontario centres — Galt, North Bay, Kenora and Toronto will feature the program which runs for five weeks, from July 2 to August 2 inclusive, with a fee of \$50. In North Bay the course will be conducted in both English and French.

An optional course in conservation, nature study and field techniques including Indian site archeology, watershed management, poetry and sketching will be offered at the Albion Hills Conservation School, 40 miles northwest of Toronto. The fee for this six-day course offered during the middle three weeks of the elementary science program is an additional \$50, to cover meals and accommodation.

In co-operation with the College of Education, University of Toronto, the Department of Education is bringing Douglas Bremner, warden of the Malham Tarn Field Centre in Yorkshire, England to Albion Hills as academic director. Accompanying him will be Eric B. Cowell, warden of Orierton Field Centre in South Wales who will also spend two weeks in North Bay and Galt.

A credit in elementary science will be given to those who successfully complete the summer course.

Official reservation forms for the Albion Hills session are available by writing to the Deputy Minister, Ontario Department of Education, 44 Eglinton Avenue West, Toronto 12. Applications for the elementary science program should be mailed to the Deputy Minister at the same address.

Special seminar

A special outdoor seminar for school administrators, coordinators and special teachers is being sponsored by the College of Education, University of Toronto from August 4-10 at the Albion Hills School. The seminar is limited to 40 delegates, nominated by their school boards and includes information about English and American outdoor education as well as an opportunity to study Science, Geography, History and Physical Education using outdoor facilities.

A registration fee of \$100 covers the six-day seminar.

Education degree

McArthur College of Education, scheduled to open this fall in Kingston, will become the first of Ontario's three education colleges to award a Bachelor of Education to graduates of their one-year course in secondary school teaching.

The college which has a first year enrolment of 200 will be located on the Queen's University campus. University graduates can apply for the regular winter session by writing the Registrar, McArthur College of Education, Queen's University, Kingston.

Dean Vernon S. Ready says the future teachers' performances will be gauged by such factors as creativity and interpersonal relations rather than marks.

Individualized study plans, giving students a choice in course selection, is one of the features of the new college. There will be only one compulsory course, as the college maintains that not every student is suited to the same program of study. In order to develop a sense of professional commitment, the college will require its students to participate in such activities as tutoring, working with retarded children and special kinds of coaching.

McArthur College will use micro-teaching experiences — teaching in groups as small as four pupils and videotape playback of teaching sessions as well as an eight-week program of practice teaching in eastern Ontario schools.

Comment

Literary critics and candidates for Ph.D. degrees in English literature have for some years been telling us that the examination of vocabulary and symbols in literary works is often the key to an underlying meaning. If one were to use this kind of analysis in reading much that is written about education these days, some interesting conclusions could be reached. The following list gleaned at random from current writing on education will illustrate the point:

- *building up the education industry.*
- *The computer will march relentlessly into our instructional lives.*
- *The purpose of this study is to ascertain whether retroactive interference occurs in meaningful verba! learning.*
- *If a teacher is lecturing or a student talking, this will be recorded in nominal coding system which can then be subjected to statistical analysis.*
- *Communications effectiveness is defined in terms of an ordered pair of rational numbers which represent an index of disparity of understanding in transmission and reception loss respectively.*



Innovations in 13

Since last January Grade 13 Latin students at John F. Ross Collegiate and Vocational Institute, Guelph have been following individual programs of study in authors. No more than two students are studying the same course and these individual programs are selected by the students themselves in consultation with their teacher, Donald B. Maudsley.

Wherever possible, students studying both Latin and Greek try to choose related courses. For example, one student is studying the travels of Aeneas in Latin, Vergil Book III, and the adventures of Odysseus in Greek, Homer Books 6 & 7.

Each Latin authors program consists of approximately 700 lines of translation, selected from the writings of Vergil, Cicero, Caesar, Catullus and Horace. During the term the students are also responsible for a major essay and seminar as well as additional reading in critical commentaries and translation.

Latin students at John F. Ross Collegiate and Vocational Institute, Guelph have an extensive classics library for research.



Donald B. Maudsley, head of the classics department, conducts consultations with each study group every other week. During these 15-20 minute meetings, his students discuss their individual programs and translate difficult passages.



Teaching areas at Cartier Public School, London, Ontario are air-conditioned, carpeted and have acoustic ceilings. Two quadrangles, equal to four regular classrooms, house primary and junior children and teachers. There is also an open area for 68 senior pupils with two teachers and a double kindergarten. All these features are part of a progressive design adaptable to new educational developments.

Continuous progress

Del Bell

Sir Georges Etienne Cartier Public School is a building without walls and windows. But more important it is a school without grades.

"When you come right down to it," says D. Alex McColl, principal of the school, "our philosophy is just a matter of common sense. We go as far as we can with each child by the end of June and then pick up where we left off in September. This is more than non-gradedness. It is continuous progress."

But it is difficult to put this concept across to a generation of parents who have been educated in the grade system and who still want to measure the progress of their child in terms of their grade.

Mr. McColl admits there were a good

many wild ideas circulating in the area served by Cartier Public School, a neighbourhood that has a wide range of socioeconomic backgrounds. As a result he set up a meeting for parents last June and held another in September. "We want to get across that we are not just involved in change for the sake of change," he says. "We want to let parents know that we are trying to provide an atmosphere in which learning will take place."

The school is also open to parents who want to sit in on classes with their children. At first, there was a big crowd in the primary and junior classes, but few parents visited the senior section because the older children went out of their way to make them understand they would just be an embarrassing appendage.

The new approach is aimed primarily at the children from kindergarten to level six, but as they advance the same philosophy will be put into practice in the senior part of the school. Children in the top two levels are often too accustomed to the teacher-centred classroom to adjust to this system where they are essentially responsible to themselves. However, emphasis is still placed on individual research projects and helping students learn how to communicate with a group.

But it is at the primary and junior levels

that things are really happening. For example, the school uses a language experience approach to reading in the primary section. In order to relate listening, speaking, reading and writing, some pupils spent classes on a flight to Toronto while others rode on a train.

Individual progress in reading and use of library materials for individual reading programs is encouraged at Cartier. In science and social studies there are opportunities for large and small groups as well as individual instruction to ensure continuous progress. There is also a greater opportunity for pupils to work at their own levels in mathematics and reading.

Four phases

Part of the transitional steps to progress is the phase division of the skill subjects, mathematics and language arts. The work in these subjects is divided into four phases for each school year, which most children complete in 10 months. Some do fewer than four phases while others do four phases in one subject and do more or less than the four in other subjects. Progress is reported by the child's efficiency in his phase. Other subject areas — science, social studies, music, art and health are not divided into phases and progress



is reported only in the year of the program.

There is no regular examination schedule from kindergarten to level six at Cartier Public School. This year new progress reports are on trial and copies are made in duplicate so that one can be kept at home. The reports show a child's progress for the fall, winter and spring terms and the spring report indicates the child's placement for September.

When the report cards go out, they usually include time-consuming written comments from each teacher on each student's progress and the reports are accompanied by a form which gives parents the opportunity to write back. Some come back blank, while others are filled in on both sides. The teachers say the report system is a lot of work, but well worth the effort, because this personal approach yields tremendous dividends.

The personal approach is also apparent in the ways the lessons are given. Mr. McColl insists his teachers must have professional freedom and he goes out of his way to encourage innovation. Ideas and methods are traded freely. Sometimes an approach is tried by one teacher and discarded because it is not working to her satisfaction, while another picks it up and finds that with her particular group it works beautifully.

"Certainly there is an element of trial and error involved," says Mr. McColl. "It is inevitable in the beginning years. But it is a self-correcting environment and I hope it always will be."

Other activities

But, not all concentration is placed on the academic side. One hour per week of school time is reserved for juniors to take part in the activities of clubs which interest them.

Cartier is aiming toward a program which stimulates a child's curiosity and creates a high interest level. No longer do the children listen passively for the school's varied program encourages involvement in the classroom.

This means there are conversations between students as well as between student and teacher, but the carpeted floor and sound-proof ceilings absorb an incredible amount of sound. Even standing at the back of a class, you have to listen consciously to hear another group just 30 feet away.

Mr. McColl tries to keep school rules to a minimum and he uses reason and logic to explain limitations on conduct. There are problems, of course. Some parents contend the system is fine in a philosophical framework, but in practice, they

fear the continuous progress system allows every child to drift at his own rate. The principal feels that keeping the parents informed and letting them see the school in action is the best way to dispel their concern. "It is not easy to break away from the achievement per grade formula," he says. "It has been the fundamental criteria for more years than educators care to remember. But we are meeting with success."

The principal emphasizes that there must be a gradual evolution towards non-gradedness. "You just cannot change over in one year and call yourself an ungraded school," he says. "If you try to establish a continuous progress system overnight, you encounter all sorts of problems. For the present, we are concentrating on a balanced program which enables our students to develop in all areas at their own rate."



School-to-school

Darryl Dean

When thousands of West Indian and Canadian youngsters become enthused over a project aimed, as their song says, at *joining hands and hearts across the seas*, the four walls of their classrooms begin to disappear.

That is what is happening now, just four months after Project School-to-School was launched by the Ontario Department of Education to develop a greater awareness between students of different cultures.

The twinning program officially began last February and since that time more than 1,000 classes in Ontario and the Commonwealth Caribbean have been twinned.

One of the first groups to be linked was a Grade 4 class of 38 students at Cumber Avenue Public School, North York and a class at the Wesley Preparatory School, thousands of miles away on the island of Dominica in the Eastern Caribbean.

Enthusiasm for the project caught on early at Cumber Avenue and now the fourth graders are planning a student exchange, the first since the project was launched. "So far we have tried almost everything suggested by the Department of Education in the Project School-to-School brochure," says Erma E. Jenei, their teacher.

After initial contact by an exchange of letters, her class decided that they had to tell their twin all about Toronto. "And so they had to find out things about the city they did not know themselves," she explains.

Miss Jenei feels her class is now learning far more than they normally would have. "My students are now able to see a definite purpose in what they are doing," she says.

During their trips around the city, the children have been busy taking photographs and gathering literature on places of interest. Students have been assigned to take photographs related to such topics as winter sports, the heating system, the educational system, local transportation facilities, minerals and native trees. Funds were raised to provide films for the class through a bake sale at the school.

Accelerating their efforts towards making the student exchange possible, the class started a fund raising drive several weeks ago. Recently a movie was shown at the Cumber Avenue School to boost funds. It brought in \$98.35 and at least two more movies are to be shown at the school to help the fund along. But other sources are also being investigated, Miss Jenei says.



"The parents of all the children in the class have given their whole hearted support to this project," she explains. This is especially important because three students from their twin down south will be living at the homes of students in North York. The Grade 4 students at Cumber Avenue are now counting the days before their Dominican guests arrive. The three will arrive in Toronto at the end of this month and will remain about three weeks with the North York children.

Then about the middle of July the visitors will leave Toronto for Dominica, along with five Grade 4 students from the Cumber Avenue School and Miss Jenei.

While on the island the Canadian students will attend classes at the Wesley School and will go on educational tours. Miss Jenei and her students will be staying about three weeks with the Dominican families.

To prepare themselves for their new environment, the North York students have been reading all the travel literature they can find about Dominica.

Enthusiasm

"The students' enthusiasm for Project School-to-School is certainly rubbing off on their parents," she says. "And it is a good thing too because this project can help considerably to break down barriers, real or imaginary, between people. Moreover it makes learning fun."

Comments from educators in the Caribbean have also been favorable.

Mr. and Mrs. Elihu Rhymer, principals of schools in the British Virgin Islands, both endorse Project School-to-School. Mr. Rhymer whose school at Road Town in the British Virgin Islands is twinned with Forest Hill Public School, Kitchener speaks of the project as a means of "getting young people to appreciate the world as a social unit. And this must begin in their plastic ages," he points out.

Mr. and Mrs. Rhymer who last March visited Toronto as guests of the Ontario Educational Association, see tremendous benefits from the project in making learning more interesting and meaningful.

"Exchanges of letters and projects of one sort or another between twins cannot help but lead to greater understanding and co-operation between Commonwealth partners," says Mr. Rhymer.



Application forms to join Project School-to-School may be obtained from the Co-ordinator, Project School-to-School, 44 Eglinton Avenue West, Toronto 12.



Wide world of science

Everything you can think of is here.

That is how one visitor described this year's *Wide World of Science* exhibition held by Waterloo elementary school students at Lincoln Heights School, Waterloo, Ontario.

For three days the school's gymnasium was transformed into a huge science display featuring over 1,000 exhibits from a frog named Freckles to a 10 foot Gemini space capsule complete with floating spaceman. The space division also featured posters and notebooks along with clay models of rockets ready for blast-off to orange and yellow planets hanging across the exhibit.

Visitors saw leaf and rock collections as well as a bird tree with a variety of cardboard birds nesting in its branches. In the reptile section two garter snakes and a bright green iguana peered out from glass cages, while in the section entitled *Conservation*, one poster demonstrated the water cycle while another, picturing the Canadian beaver, read *Save My Food*.

The *Wide World of Science* also expanded into the classrooms where stu-

dents demonstrated such experiments as Hero's engine and the lunar and solar eclipses.

There were slides of wild flowers, toads and insects as well as a wildlife display with stuffed owls and nature sounds in the background.

Science, however, was not the only subject on view at the fair. A geography exhibit displayed a colourful relief map of the Atlantic provinces while a history project featured a miniature model of Waterloo's first schoolhouse built in 1820.

The pupils had worked on their projects for over a year in order to be ready for the opening of the non-competitive fair on May 9. They chose their own projects, related to material taught in class and worked on them in the classroom and at home.



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New legislation

Legislation has been introduced to place the operation of schools for trainable retarded children with the new divisional boards of education, to be established in January 1969.

School programs for these children have been in operation for the last 20 years and were begun by parents who refused to accept the view that their handicapped children could not be educated. As a result, local associations were formed throughout the province and in 1953 the Ontario Association for Retarded Children, now the Ontario Association for the Mentally Retarded, was founded.

This new legislation removes financial responsibilities for these schools from local associations but provides for their continued services by establishing six-member advisory committees for the schools. Each divisional board will appoint three members from among its members and three additional members will be appointed by the local associations.

Psychological services, special education consultants and advisers in other fields will now become available to the schools for trainable retarded children.

Comment

Summer Head Start is here to stay, say those Ontario educators who have initiated pilot programs for culturally disadvantaged pre-schoolers. Such programs attempt to provide the kinds of experience often found lacking in disadvantaged children. All aspects of language arts are stressed in the summer head start program and, at the same time, participants have many opportunities in school and on field study trips to develop their experiential backgrounds, to a level closely approximating that of more advantaged children. An important feature of most programs has been meaningful parental involvement, which has led to a reinforcement in the home of the skills, attitudes and experiences being developed in the school.

When head start *graduates* enter the school, teachers are enthusiastic in their praise of the program. These children are reported to exhibit improved facility in language, more inquisitiveness and a broader base of background knowledge.

Early intervention is an important factor in overcoming the educational problems usually associated with the culturally disadvantaged. However, we must not disregard the necessity of providing comprehensive compensatory programs within the regular school curriculum, in order to capitalize on the early gains made by the head start program.

Books

The Complexities of an Urban Classroom

Louis M. Smith and William Geoffrey
Holt, Rinehart and Winston, Incorporated

The earnestness of **The Complexities of an Urban Classroom** by Louis M. Smith and William Geoffrey is staggering. And so is its dullness.

Based on personal experience, the book painstakingly follows the work of the teacher as he struggles with children who suffer all the classic drawbacks: poverty, cultural deprivation, perceptual blocks, shyness, hostility and good old indifference.

But there is a danger that anyone trying to get to the heart of this chronicle may himself run into a serious perceptual cul-de-sac.

To begin with, the small type used for the body of the book is impossible. The even smaller and blacker type used in the many diagrams and charts is worse. The eyes rebel. They even water.

And those terrible diagrams. On page after page one runs into a maze of squares, rectangles and circles, each one containing a word or phrase relating to the theme, for example, *loss of classroom control or pupil perception of teacher aloofness and autonomy* and all connected by a dizzying, twisted jumble of black lines and arrows which strongly resemble the printed circuits of a do-it-yourself hi-fi kit.

The language is another problem. Written in a mixture of diary-like journalese and incomprehensible to the layman and possibly even to the most skilled teacher, psychologese, the text is peppered with such delights as . . . *At this point the interrelationships of pupil ability with the dimensions of activities, for example, contextual discussions in the body of the lesson, occur.* What is that supposed to mean?

Perhaps the most distressing thing about the book is its haughty air of detachment. We are introduced to children with names like Helen, Ben, Allison, Elma, Billy and Dick. Some are black, some white. Some are shy, some arrogant. Some are bright while others are slow. But one finds out these things only by peering at length and with some difficulty, down the elaborate psychological microscope constructed by the authors. Not once is there any indication that Smith and Geoffrey are interested in them as people. They are educational experiments, all neatly pressed between glass, filed, tabulated and completely dehumanized.

It may be that hidden in the thick flannel prose, or lurking behind those charts are ideas and concepts valuable to the development of education. But it would take a mind of stunning clarity and perception to seek them out.

E. Douglas Hughes

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Cover

Forest Valley Outdoor Education Centre in North York is a natural site for discovering sand castles, walking logs and learning to build signal fires.

Class trip



During their one week visit to Toronto, 34 grade eight pupils from Chapleau Public School and their hosts from Hodgson Senior Public School toured Queen's Park.



Included in the educational exchange were visits to the Royal Ontario Museum, Maple Leaf Gardens, the Toronto Dominion Centre and a trip to Centre Island by ferry.



The visitors spent an afternoon at Centre Island Farm before boarding a train back to Chapleau, accompanied by the grade 8 class from Hodgson.



The students waited at Union Station for the train to Chapleau where they spent the week visiting a bilingual school, a hydro construction camp and a weather station.

Forest Valley

Forest Valley Outdoor Education Centre offers its daily visitors a learning experience.

From September until July, the North York Board of Education leases Forest Valley Day Camp and runs it as an open air classroom. Facilities are available to classes from kindergarten to grade 13, especially to students from underprivileged areas who rarely see nature.

Last year the outdoor school operated as a pilot project with four schools, but this year it is in full operation, five days a week. And teachers and pupils from over 60 North York schools have taken advantage of the 118 acre study site.

Lloyd W. Fraser, the school's manager and a former vice-principal says: "We have never turned a school down and some days we have over 500 students working on the grounds at one time. What we run is a facility, not a centre with organized programs."

Along with Mr. Fraser there are two qualified teachers, three university students and two housewives ready to assist the visitors if necessary. However, visiting teachers usually have their own programs

planned before they call to reserve a day at the school.

Forest Valley, a natural wooded site located in a huge ravine, provides a ready made study area for a variety of subjects—English, art, physical education, science and language arts—out in the open, in all seasons.

Groups of primary students engage in mapping, stream study and nature hikes on the grounds while specialized classes could be learning to build a fire using only three matches. One class spent a day doing architectural drawings while another class wrote a play, acted it outdoors in costume and took photographs.

A special grade one class from Downsview spent one morning learning to bounce on a trampoline in front of the cedar-shingled main building. Their teacher says that since these are children with family problems or are slow learners, a day at Forest Valley helps to relieve their frustrations.

One of the centre's staff, Sharon Y. Greer, often takes groups of pupils out into the woods to learn survival by building signal fires and lean-tos. In the winter, she says,



Learning takes all forms at the outdoor school where children act naturally.

she teaches her classes to recognize animal tracks and cook outdoors.

Mr. Fraser points out that outdoor education gives children confidence as well as a feeling of freedom. "There is more social interaction outdoors than in the classroom and children discover that when they are outdoors with their classmates they get to know them better. Children get an appreciation of their environment here and of how to take care of it," Mr. Fraser says.

After exploring the grounds at Forest Valley and discovering birds' eggs, chipmunks, snakes and racoons, the children are ready for recreation which Mr. Fraser advises should comprise about 20 per cent of the class outing. Tree houses, swings and a miniature golf course provide a change of pace for the eager outdoor learners.

"At Forest Valley teachers all of a sudden become people in the students' eyes," Mr. Fraser says. He remembers one student at the outdoor school remarking: "I didn't know teachers had old clothes."



Special classes for new Canadian students

Harriet Law

August was 14 when he ran away from his home in Toronto's east end this year. His school guidance counsellor said he was running away from problems at school and his unhappy life with new classmates. Particularly, he was running away from his immigrant parents whom he loved, but who did not understand the torment of an adolescent immigrant caught between the demands of two conflicting cultures.

August is one of 40,000 immigrants who came to Canada last year from countries and cultures as widely divergent as China and Italy, Greece and Portugal. Half of these 40,000 immigrants settled in Ontario. Next highest on their list were Quebec and British Columbia. When they settled here, they were faced with learning a new language—often a new alphabet—in a new country, in a strange school system.

Recently however, the Toronto Board of Education embarked on a unique program which offers special classes to teach immigrant children English as part of their regular school program. For the teenaged immigrant whose learning must be telescoped before he joins the regular high school, there is a special *induction* school called Main Street, where the philosophy is that language is a result of one's culture, not the cause of culture. And if you can get students to make a commitment to the new culture, language will follow.

Joseph G. Sterioff, Main Street's first principal, says: "At Main Street the doors are opened by the caretaker at seven in the morning and the children are allowed to enter the building. You can see a Hungarian, a Greek and an Italian child playing table tennis and their only common vehicle for communication has to be English. Or students can come in and put on the TV to watch cartoons—because in my opinion this too is language. Or they can play records. At first they bring in their own ethnic music, but later they go over to rock and roll."

Commitment to culture

Mr. Sterioff says commitment to our culture comes when the child is ready—not because we are ready. Staff at Main Street implement this philosophy in a variety of ways. First of all, the *field trip* is common. Students visit places like the local supermarket, bank, and fire station.

Secondly, curriculum is based on the sound educational philosophy that what a child is interested in, he will learn. Consequently, interest areas are set up in the classrooms and the student's curiosity may lead him to the science area, art supplies, or books. Where his interests lie, here he will see a need for language.

Small groups, 12 students to one teacher—are an enormous advantage to the immigrant student who needs so much individual attention. Extra portables have been purchased in which *reception classes* are held. The number of students is limited to 10 or 12 per teacher, so that a rapport with each child is built up. Says Mr. Sterioff: "The reception classes help create a responsible environment for the newcomer. A child may come from Istanbul, Turkey where there is no compulsory education. For him the reception classes are an important introduction to our school system."

Some students adjust faster and learn more quickly than others. Mr. Sterioff feels the rate of progress of the immigrant student is influenced by the urgency with which the child wants the language, his innate ability and his cultural background.

Schools play an important part

In Canada the formal school system plays an important part in integration of the immigrant. But the culture of some immigrant groups coming to Canada differs from the culture which has influenced the educational system in most of our cities and towns. Immigrant children are thus psychologically unprepared to function in our schools. Behaviour accepted in a European home where the oldest child looks after younger ones, is suddenly punished in a Canadian school—"Cheating? What is cheating? I show him how I do it." And behaviour accepted on the school ground is not acceptable at home: "Boys do *not* put their arms around girls in public in our country!"

Dr. Charles G. Stogdill, chief of the Child Adjustment Services at the Toronto Board of Education is acutely aware of the difficulties which immigrant children face in our schools. He says that teaching immigrants English in isolation to their social problems, is like putting a bandaid on a broken arm. For the immigrant the problem of learning is inextricably bound up with adjusting to a new culture.

Nole S. Bojovic, senior psychiatric social worker in charge of Toronto's newly established Social Work Service for New Canadians and himself an immigrant, says: "A considerable number of immigrant children encounter serious learning and behavioral problems in school. Some have already suffered emotional and physical deprivation before starting school. Their problems are largely due to their parents' difficulty in adjustment, their lack of understanding of our school system, the language barrier, and cultural differences. . . . An educational program alone is of little benefit to these children, unless health and welfare services are

provided to relieve distress in the family."

"Although board officials were concerned about the problem, they gazed in frustration and guilt at the lack of help for immigrants," says chief social worker for the Toronto board, John F. Boys. "We were simply not offering in kind what we offer English speaking students. A few of us felt that perhaps we were blocking our own enrichment and the possibility of turning Toronto into a multi-lingual, multi-cultural centre. We felt a school system could be informed and enriched by the presence of immigrant children."

In 1966 the Toronto Board of Education accepted the premise that in order to help an immigrant child integrate into our culture and school system, the starting point must be from *his* culture and from *his* problems. Consequently, wherever possible, social workers who spoke European languages were hired by the board. Where this was not possible, a new type of school adjustment worker unique to the Toronto Board of Education, was hired. They are the interpreter counsellors, who speak several European languages and some of whom were teachers in their native country.

The interpreter counsellors see themselves as a two-way link between the school and the immigrant community. They are often required to help teachers as much as they help the immigrant. "School teachers are, after all, in the *front line*," says Mr. Bojovic, "and if they are not sensitive to the needs of immigrant children, then the children's behaviour and whole personality will be affected."

Cultural differences

Introducing the immigrant parent to cultural differences is another important aspect of the work of the interpreter counsellor. There are so many cultural differences which parents do not understand. For example, says Apolonia Anielewics, a teacher reported that Nellie, who had come from Poland eight months ago, still had not said a word in class, had never talked or answered questions. Upon the request of the interpreter counsellor, a visit was made to the girl's parents. When they were told about their child's behaviour in school, the mother said: "What is wrong with that? She should not talk in school unless asked a question." The interpreter counsellor then explained, in Polish, that in Canadian schools it was entirely acceptable and even desirable for a child to learn to speak up and to express herself.

Interpreter counsellors reach the parents in many ways. "We go where the service is needed," explains Iria Vieira, a counsellor for Portuguese immigrants, "—in a church hall, a school, or in the home."

Interpreter counsellors were also on hand for parents night at Fern Avenue

School where parents were asked to come in and familiarize themselves with the school system. Interpreter counsellors showed the parents, many of whom were Polish, around the school, to the strains of Polish music from records which had been brought in by students and staff. Announcements were also made in Polish, in an effort to show the parents that the school, as an *authority*, accepted the Polish culture.

The service staff also participates in parent/teacher discussion groups regarding selection of courses for students after grade 8. And a great deal of the staff time is taken with requests to translate letters and school reports for parents.

Seminars are also held for public and secondary school teachers of the new Canadian classes where problems of new Canadian children and parents are discussed and the European school systems interpreted to the teachers.

Initially our school system is very confusing to new Canadian parents, and their attitude toward the school is rather negative, says Mr. Bojovic. "It is particularly hard for them to accept the transfer of their children to special classes or schools, and to accept the school curriculum which includes field trips and swimming classes. They are also critical of the lack of discipline in our schools. A great deal of time is required on the part of our staff before these parents are able to use our services constructively. However, when a working relationship is established, the parents are able to gain an insight into the problems and use our service constructively. Their attitude toward the schools had become more positive. They are interested in the education of their children, but still lack understanding of their needs."

Another approach to the immigrant child in the Toronto classroom is the *withdrawal* class. Children attend regular classes in the public school but spend a few hours each day in a special language class. "For the younger children there is not the same urgency to get established in Canadian ways, as there is for the teenage student... Younger children will not be troubled if they have to stop a game to instruct the newcomer in baseball rules," says Mr. Sterioff.

"It is my opinion that we should help these people when their motivation is high—and it is high when they first enter the country—not when they are down and out," says Mr. Sterioff. "The extent to which we help them integrate into our cultural fabric without trying to make them reject their own culture, will determine the extent to which the whole community will benefit from their presence. In considering what we should do for them, we should not ask: 'Can we afford to provide special schooling for these young people? Rather, we should ask: can we afford not to?'"



Learning the English language takes all forms at Main Street School, Toronto. Students play games in the auditorium both before and after school hours and in Gary A. Barker's music class, they sing folk songs as well as current popular hits.



Innovations in 13

The traditional name, date and place approach to history has been discarded at Cornwall Collegiate and Vocational School. "History only has meaning if we interpret past actions for future application," says Claude J. Courville, head of the history department. As a result, he has introduced the thematic approach, using study research methods to all history courses offered at the school.

In Grade 13, he has divided the course into three sections—methodology, American and Canadian history.

For the first few weeks, his students learn how the historian classifies information, arrives at hypotheses, decides on fact, asks questions and deals with mind set. Then

when his students have established what history is, they begin a study of American history on the theme of modern American foreign policy. This section of the course lasts from September until January and is divided into two parts: America beyond the continental frontier 1889-1920; and, from isolation to the responsibility of world power 1937-68. Students explore such issues as the meaning and purpose of manifest destiny and Truman and Marshall: the cold war.

Canadian history

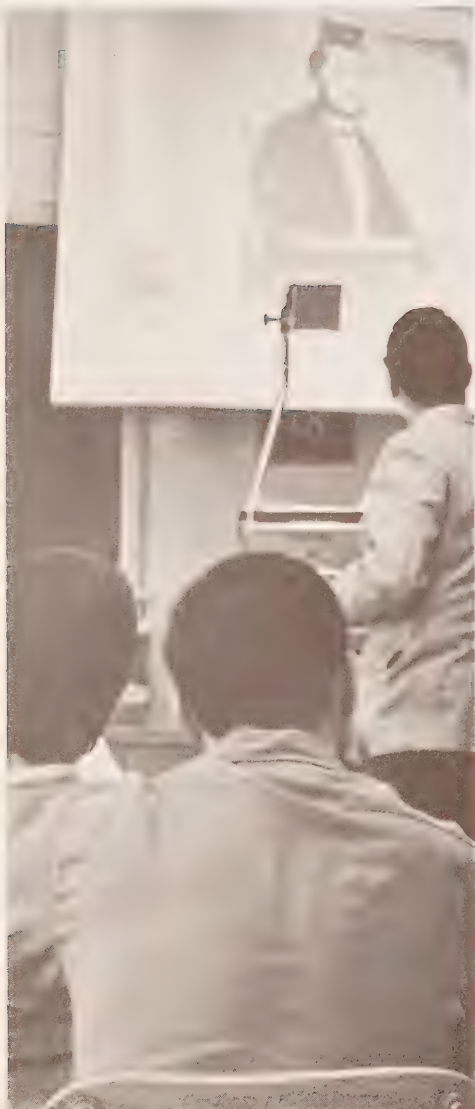
The Canadian section of the course begins in January. It is a study of the Anglo-French relationship in Canada from 1760 to the present and deals with social, political, economic, religious and cultural questions.

Two students are assigned to cover each topic in the Canadian section—one researching the French attitude, the other

showing the English point of view. The result of their research is then presented in a classroom seminar. "And in most cases a very heated discussion takes place," says Mr. Courville.

In addition to his five yearly seminars each student is required to prepare an essay on each of his assigned topics. Two major research papers—one on some aspect of American history, the other dealing with a Canadian issue are also submitted by each student.

But what prompted Mr. Courville to discard the traditional approach of memorizing names, places and dates? "Exploring history can help today's student to cope with our rapidly changing world," says Mr. Courville. "It is far more important for a student to know how to arrive at a conclusion than to memorize the conclusion itself. If he develops this, the applications are limitless."



Claude J. Courville, head of history at Cornwall Collegiate and Vocational School believes teachers should guide students in their research, but not be the instant source of all information.



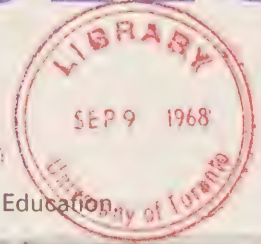
Seminars are a most important part of his innovative grade 13 program. Students are judged on the basis of scholarship and effectiveness in each 30 minute presentation.

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VOLUME 1



SCALES READING ROOM

Humanities and Social Sciences

Summer school students of all ages study arts and crafts at the Elliot Lake Centre for Continuing Education.



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Les écoles de langue française en Ontario

Roland R. Bériault, président
Comité de l'école secondaire de langue française

Le 30 mai dernier, les membres de l'assemblée législative de l'Ontario assistaient à un événement qui marquera un tournant dans notre histoire. En effet, à cette occasion, le ministre de l'Éducation, l'honorable William G. Davis, prononçait les paroles suivantes: "Le projet de loi que j'ai l'honneur de présenter aujourd'hui, M. le Président, peut vraiment être qualifié d'historique, non seulement pour cette province, mais également, je pense, pour le Canada. Il détermine les conditions légales pour établir des écoles de langue française aux deux niveaux élémentaire et secondaire. Aucune garantie statutaire n'avait régi jusqu'ici les écoles de langue française en Ontario."

Écoles secondaires

Il est bien entendu que l'école élémentaire de langue française, dite "bilingue", n'est pas nouvelle, puisque environ 100,000 écoliers francophones la fréquentent en Ontario. Elle a toujours existé mais sans reconnaissance légale officielle. Le ministre de l'Éducation devait donner son approbation avant de l'établir, s'appuyant sur les pouvoirs qui lui étaient reconnus par le code du ministère de l'Éducation. L'élève francophone, à l'école élémentaire, a toujours pu étudier dans sa langue maternelle puisque le français y était employé comme langue d'instruction et de communication en plus de l'anglais qui y a toujours été un sujet d'enseignement.

Au secondaire cependant, rien de tel. L'élève franco-ontarien, à la fin de ses études primaires, avait trois options. Si ses parents en avaient les moyens il pouvait s'inscrire à une école confessionnelle privée, où la langue d'instruction était le français. Ces institutions n'offraient pas, toutefois, le même choix de cours que les écoles secondaires de la province. Elles offraient le cours, arts et sciences, mais non les cours de formation technique et commerciale et ceux de préparation au travail que l'on retrouvait dans le système public. Dans certaines écoles secondaires publiques, l'histoire, la géographie, le latin et le français étaient enseignés en français, mais les cours de formation technique et commerciale n'étaient pas donnés dans cette langue. Finalement, l'élève franco-ontarien pouvait fréquenter, dans sa région, une école polyvalente de langue anglaise. Cependant après quatre ou cinq années d'un tel régime, il est douteux qu'il ait conservé plus qu'une connaissance très vague de la langue et de la culture françaises.

C'était surtout là le problème. Le premier

ministre de cette province, l'honorable John P. Robarts, l'avait bien compris lorsqu'il déclara dans un discours en août 1967, prononcé à l'occasion du congrès annuel de l'Association canadienne des éducateurs de langue française: "... nous croyons que les Canadiens d'origine française doivent avoir la garantie de certains droits et privilèges fondamentaux. Nous reconnaissons et nous sympathisons avec votre désir, en tant que citoyens du Canada de langue française de préserver votre langue, vos coutumes et votre culture comme partie intégrale de la vie canadienne."

C'est à cette même occasion que le premier ministre annonça que le gouvernement de l'Ontario établirait, dans le cadre du système scolaire public de l'Ontario, des écoles secondaires dont la langue d'instruction et de communication serait le français. Cette décision n'était que la conséquence logique du programme d'instruction en français au niveau élémentaire et le complément du programme universitaire bilingue déjà existant. Il ne s'agissait pas d'établir un autre système d'écoles secondaires parallèle au système existant. Mais plutôt d'offrir la gamme la plus complète possible de programmes et d'options en langue française dans le cadre du système actuel. Le premier ministre insistait sur le fait que la province n'était pas en train de créer un système d'éducation exclusivement en français. Les nouvelles écoles devaient porter une attention toute particulière à l'enseignement de l'anglais, afin que les diplômés des écoles secondaires de langue française puissent rivaliser avec leurs compatriotes anglophones sur le marché du travail et participer pleinement à la vie de l'Ontario et du Canada.

Création d'un comité d'études

C'est dans cette optique que le ministre de l'Éducation, l'honorable William G. Davis, annonçait le 24 novembre dernier la création d'un comité chargé d'étudier les écoles secondaires de langue française, et composé des membres suivants: Roland R. Bériault, président, membre du Conseil d'Orientation et des Projets de Développement, Ministère de l'Éducation de l'Ontario; Harold A. Blanchard, directeur adjoint, division de la formation des maîtres; Thomas I. Campbell, exécutif adjoint au sous-ministre de l'Éducation; Hervé W. Cyr, surintendant adjoint, service des plans et des programmes d'études; Andrew H. McKague, surintendant, section de la Supervision; Lionel Desjarlais, doyen, Faculté d'éducation, Université d'Ottawa; le frère Omer Deslauriers, président, l'Association des écoles privées franco-ontariennes; Vincent Gauthier, administrateur,

l'Association des Commissions des Écoles Bilingues d'Ontario; Elise Grossberg, membre, commission scolaire de Toronto et présidente, Conseil ontarien des Commissaires d'écoles; le frère Maurice Lapointe, principal, Académie de La-Salle, Ottawa et 2e vice-président, Fédération ontarienne des enseignants; et Jacques Leduc, vice-président, l'Association canadienne-française d'Éducation d'Ontario. Le secrétaire est Charles Beer du Secrétariat des Affaires fédérales et provinciales, Ministère des finances.

Projets de loi

Le Comité reçut le mandat de conseiller le Ministre quant aux modalités nécessaires pour fournir dans le cadre du système d'éducation public un enseignement adéquat aux personnes dont la langue première est le français. Le communiqué de presse émis à cette occasion précisait: "même si certaines de nos écoles secondaires publiques présentent depuis plusieurs années une partie du programme d'enseignement en français, le ministère de l'Éducation est désireux d'apporter une solution au problème des élèves de langue française dispersés dans plusieurs écoles où l'enseignement se donne entièrement en anglais. Ces étudiants n'ont pas bénéficié jusqu'ici de tous les avantages de leurs confrères de langue anglaise. Il en résulte que plusieurs d'entre eux abandonnent leurs études ou fréquentent des écoles secondaires privées dont les frais de scolarité sont à la charge des parents qui doivent également payer des taxes pour le soutien des écoles secondaires publiques. Malgré, cela, peu d'écoles secondaires privées comptent une 13e année, ce qui constitue un autre désavantage pour ces élèves désireux de poursuivre leurs études." Le Comité devait préparer, avant le 15 mars, le projet de loi qui devait être présenté à la législature ontarienne. La première tâche du comité et la plus urgente fut d'étudier les exigences légales et procédurales pour fournir les garanties nécessaires à l'établissement d'écoles secondaires de langue française partout où le nombre d'élèves éventuels serait suffisant pour les rendre viables. On s'aperçut très tôt qu'il était impossible d'isoler la question de l'instruction en langue française au niveau secondaire et qu'il fallait l'examiner à la lumière des pratiques au niveau élémentaire. C'est pour cette raison que le comité prépara également la législation se rapportant aux écoles élémentaires de langue française. Le premier ministre l'honorable John P. Roberts avait d'ailleurs reconnu cette relation très étroite entre les deux niveaux d'enseignement, dont l'un doit normalement être le prolongement de l'autre. Il avait souligné ce fait dans le discours qu'il prononçait à la Conférence fédérale-

provinciale des premiers ministres, le 5 février dernier à Ottawa: "Le comité a reçu également le mandat de faire des recommandations sur tous les aspects de l'éducation primaire et secondaire en langue française en Ontario."

Les deux projets de loi adoptés en 3e lecture par la législature ontarienne le 3 juillet dernier comblent donc cette lacune. Le premier, intitulé projet de loi No 140, propose les amendements nécessaires à la loi de l'administration des écoles et couvre les modalités légales pour l'établissement d'écoles ou de classes élémentaires en langue française ainsi que la langue d'instruction et de communication qu'utilisent les enseignants.

Le deuxième, le projet de loi No 141, propose sous forme d'un nouveau paragraphe, une modification à la loi régissant les écoles secondaires et les conseils de l'éducation et prévoit l'établissement d'écoles et de cours secondaires de langue française. Au niveau secondaire, l'idéal serait d'établir des écoles polyvalentes de langue française, offrant toutes les options existantes. Cela est possible où il y a concentrations suffisantes d'élèves, mais ce n'est pas le cas devant un nombre restreint d'élèves. La législation prévoit donc trois modalités d'application. Des cours de français et autres matières enseignées en français au sein d'une école secondaire. Des écoles polyvalentes de langue française. Il se peut que dans certaines régions, il ne soit possible d'offrir qu'un cours de français et peut-être une ou deux matières en français. Dans d'autres on pourrait inaugurer un programme complet, arts et sciences, ainsi que certains cours commerciaux. Néanmoins, pour se conformer à l'esprit de la législation, les conseils régionaux de l'éducation devront offrir le programme le plus complet possible. Les conditions pour établir une école polyvalente de langue française seront les mêmes que pour l'établissement d'écoles semblables pour les élèves anglophones. À l'heure actuelle, on construit des écoles de ce genre pour 1,000 élèves, mais il ne s'agit pas là d'une règle absolue. Il est arrivé que dans certains cas, on ait institué des écoles polyvalentes pour un nombre d'élèves inférieur à ce chiffre, si les conditions l'exigeaient. La ligne de conduite du ministère de l'Éducation consiste à estimer l'inscription à l'école secondaire sur une préparation de cinq ans, en évaluant le nombre probable des élèves sur la base de quarante à quarante-cinq pour cent des élèves inscrits aux écoles élémentaires. C'est de cette façon qu'est envisagée la construction d'écoles polyvalentes de langue française.

Comité spécial

Dans chaque région, un comité spécial sera formé qui aura comme attribution de

présenter les vues de la communauté franco-ontarienne auprès du conseil régional de l'éducation. Ce comité s'appellera Comité de langue française, et se composera de sept membres, dont quatre seront élus par les contribuables francophones de la région et les trois autres nommés par le conseil scolaire. Le projet de loi prévoit la marche à suivre pour la formation du Comité de langue française. Il devra être établi lorsque dix contribuables francophones demanderont par écrit l'instruction en français au conseil régional de l'éducation ou lorsque le conseil régional inaugurerait un programme d'instruction en langue française ou étendra un programme en langue française déjà existant. Ces articles couvrent tous les cas et permettent aux Franco-ontariens de faire des recommandations sur toute la question de l'instruction en langue française, au niveau secondaire, qu'il s'agisse d'écoles polyvalentes, d'une section ou d'un département au sein d'une école secondaire ou de cours dans une école secondaire. La fonction la plus importante de ce Comité de langue française sera donc de faire des recommandations pour répondre aux besoins éducatifs et culturels des élèves francophones.

Anglais obligatoire

La législation spécifie également que l'anglais sera une matière obligatoire, enseignée journalièrement à tous les élèves de la neuvième à la douzième année. En plus de la culture française et d'une parfaite maîtrise de sa langue, l'élève franco-ontarien aura besoin d'une connaissance complémentaire et suffisante de l'anglais. Le ministère de l'Éducation fait un travail considérable présentement pour préparer des cours d'anglais spéciaux à l'intention des élèves francophones.

Ce sont là, vus à vol d'oiseau, les points principaux de la législation. Avec la création des écoles de langue française au niveau secondaire, tous les étudiants francophones de la province auront l'assurance de pouvoir faire toutes leurs études en français, du jardin d'enfants à l'université, dans leur langue première, y compris les études normales et supérieures.

Lors de la présentation de ces deux projets de loi à l'assemblée législative, le 30 mai dernier, l'honorable William G. Davis concluait comme suit: "la législation présentée aujourd'hui établit les bases nécessaires à l'établissement des nouvelles écoles. Sa mise en vigueur permettra aux Canadiens de langue française de l'Ontario de conserver leur héritage et d'exercer une influence réelle dans cette province et dans le Canada. J'ai confiance que dans les prochaines années l'instruction en langue française dans cette province sera l'égale de n'importe laquelle au pays."

French language schools in Ontario

Roland R. Bériault, Chairman
Committee on French Language Secondary
Schools

On May 30, members of the Ontario legislature took part in an event that will go down in history. On that occasion, the Minister of Education, the Hon. William G. Davis said: "The legislation which I have the honour of proposing today, Mr. Speaker, may well be termed historic, not only for this province, but also, I would think, for Canada. It puts forward a legal basis for the establishment of French language schools at both elementary and secondary school levels. Up to now, there has been no guarantee of statute governing French language schools in Ontario."

It is well known that French language elementary schools, or *bilingual* schools, are not new, since some 100,000 French-speaking students in Ontario attend such schools. They have always been in existence, although without official legal recognition. The Minister of Education, through the powers vested in him by the ministerial code, has had to give his approval prior to the establishment of each school. At the elementary school level, it has always been possible for the French-speaking student to receive his education in his mother tongue, where French has been the language of instruction and communication, and English merely a subject taught in school.

At the secondary school level, however, the situation has been quite different. Beyond his primary schooling, a Franco-Ontarian student had three choices. If his family had the means, he could attend a private Roman Catholic school where French was the language of instruction. But these schools were unable to offer the same choice of courses as the provincial secondary schools. They offered the arts and science program, but no commercial or vocational courses or courses related to the working world. In some publicly supported secondary schools, history, geography, Latin and French were taught in the French language, but again, commercial and vocational courses were unavailable in French. Lastly, the Franco-Ontarian student could attend the English language composite school in his vicinity. But after four or five years there, it is doubtful that he would have retained more than a vague knowledge of French language and culture.

This, above all, was the problem. The prime minister of the province, the Hon. John P. Robarts summed up the situation when, in August 1967 in a speech to the annual convention of l'Association Canadienne des Educateurs de Langue Française, he said: "... we believe that

Canadians of French origin should be guaranteed certain fundamental rights and privileges. We recognize your desires and are in sympathy with them, in that, as French-speaking citizens of Canada, you should wish to preserve your language, customs and culture as an integral part of Canadian life."

Secondary schools

It was on that same occasion that the prime minister announced that the Ontario government would establish, within the framework of the public school system of the province, secondary schools where the language of instruction and communication would be French. This decision was only the logical extension of the program of French language instruction at the elementary school level, filling the gap between that level and the already existing bilingual university program. It was not a question of establishing another secondary school system parallel to the existing system, but rather of offering the widest possible range of programs and options in the French language within the framework of the present system. The prime minister also stressed the point that the province was not about to create an exclusively French system of education. The new schools would bear a special responsibility in the teaching of English with the aim of enabling French language secondary school graduates to rival their English-speaking counterparts in the working world, as well as in allowing their full participation in the life of Ontario and of Canada.

With this in mind, the Minister of Education, the Hon. William G. Davis announced the appointment of the Committee on French Language Schools, November 24. Members of the committee were: the chairman, Roland R. Bériault, member, Policy and Development Council, Ontario Department of Education; Harold A. Blanchard, assistant director, Teacher Education Branch; Thomas I. Campbell, executive assistant to the Deputy Minister of Education; Hervé W. Cyr, assistant superintendent, Curriculum Section; Andrew H. McKague, superintendent, Supervision Section; Lionel Desjarlais, dean, University of Ottawa Faculty of Education; Brother Omer Deslauriers president, Franco-Ontarian Private Schools Association; Vincent Gauthier, administrator, Ontario Bilingual School Trustees Association; Elise Grossberg, member, Toronto Board of Education and chairman, Ontario School Trustees Council; Brother Maurice Lapointe, principal, La-Salle Academy, Ottawa and second vice-president, Ontario Teachers' Federation; and, Jacques Leduc, vice-president, l'Associa-

tion Canadienne-Française d'Éducation d'Ontario. The committee secretary was Charles Beer, Federal Provincial Affairs Secretariat, Ontario Treasury Department.

The committee was required to advise the Minister of Education on the necessary steps to provide, within the public education system, adequate facilities for persons whose first language is French. The official statement issued at the time emphasized that "... although a number of public secondary schools have for some years offered part of their educational program in French, the Ontario Department of Education wishes to find a solution to the problem of having French language students scattered about in many schools where they are taught entirely in English. These students have not benefited so far from all the advantages received by their English-speaking colleagues. Consequently, many of them abandon their studies or attend private secondary schools where the cost of their tuition is borne by parents who must at the same time pay taxes in support of public secondary schools. Even so, few private secondary schools offer Grade 13, thereby adding another disadvantage for students wishing to continue their education". The committee was charged with preparing, before March 15, proposals to be presented to the Ontario legislature. The committee's first and most urgent task was to study the legal requirements and procedures toward providing necessary guarantees for the establishment of French language secondary schools wherever sufficient numbers of students would make it feasible. It soon became apparent that it was not possible to treat in isolation the question of French language instruction at the secondary school level, but rather that it should be examined in the light of experience gained at the elementary level. For this reason, the committee also prepared legislation dealing with French language elementary schools. Moreover, the prime minister, the Hon. John P. Robarts, had recognized the close relationship between the two levels of education, in that one level was the natural extension of the other. He had underlined this fact in his speech to the Federal-Provincial Prime Ministers' Conference, February 5, in Ottawa: "The Committee has received a dual mandate to make recommendations on all aspects of primary and secondary French language education in Ontario."

The two proposals adopted on third reading by the Ontario legislature on July 3 answer the requirements. The first, entitled Bill 140, proposes necessary amendments to the Schools Administration Act and covers the legal steps for the establishment of French language elementary schools or classes, as well as for French

as the language of instruction and communication by the teachers.

The second, Bill 141, proposes, under a separate heading, an amendment to the Secondary Schools and Boards of Education Act as a basis for the establishment of French language secondary schools and courses. At the secondary school level, the ideal would be to set up French language composite schools, offering all existing options. This is possible where there is a sufficient concentration of students, but not for limited numbers of students. The legislation lays the foundations for three courses of action: the teaching of French and other subjects in French; French language divisions or departments within each secondary school and French language composite schools. Quite likely, in certain areas, it may be possible to offer only *français* and perhaps one or two other subjects in French. In other areas, a full arts and science program is conceivable, as well as some commercial subjects. In any event, in keeping with the spirit of the legislation, each regional board of education will offer the most complete program possible. The conditions for the establishment of a French language composite school will be the same as those for establishing similar schools for English-speaking pupils. At the present time, these schools are built to accommodate 1,000 students, but this is not a hard and fast rule. In certain cases in the past, composite schools have been built for smaller numbers of pupils, as the conditions required. The Ontario Department of Education has been guided by the estimated registration of pupils in secondary schools over a five-year period in order to arrive at the projected number of students on the basis of 40 to 45 per cent of elementary school attendance. It is by this method also that the construction of French language composite schools is foreseen.

Special committees

In each region, a special committee will be formed to present the views of the Franco-Ontarian community to the regional board of education. Each committee, to be called a French language committee, will have seven members, four of whom will be elected by the French-speaking taxpayers in the region. The other three will be nominated by the school board. The legislation prepares the way also for the formation of the French language committees. They will be established in cases where 10 French-speaking taxpayers request in writing that the regional board of education provide school instruction in French, or where the regional board itself intends to set up a program of instruction in the French language or to extend an already existing French language program.

Sections of the bill cover all cases allowing for Franco-Ontarians to make recommendations on the whole question of French language instruction at the secondary school level, whether concerning a composite school, or a division or department within a secondary school, or a secondary school course. The most important function of the French language committees will therefore be to make recommendations to meet the educational and cultural needs of French-speaking students.

The legislation also states that English is to be a compulsory subject taught daily to all pupils in Grades 9 to 12. In addition to French culture and a thorough mastery of his own language, the Franco-Ontarian student will need to have a sufficiently sound knowledge of English. At the moment, considerable efforts are being made by the Ontario Department of Education to prepare English courses specially geared to the French-speaking student.

These, in brief, are the main points in the legislation. With the creation of French language secondary schools, all the French-speaking students of the province will be assured of the opportunity to pursue all their studies, from kindergarten to university, and including graduate school and teacher training, in French, their first language.

On presentation of the bills to the Legislative Assembly, on May 30, the Hon. William G. Davis summed up as follows: "... the legislation put forward today lays the necessary foundations for the establishment of the new schools. Its implementation will enable Canadians of French origin in Ontario to preserve their heritage and to exercise a real and vital influence in this province and in Canada. I am confident that in the years to come French language instruction in this province will be second to none across our nation."

Exchange

Nineteen young Ontarians are visiting France for 10 days this summer under a program sponsored annually by the French Ministry of Youth and Sports.

The program, *Connaissance de la France*, enables students from other countries aged 18-25 to tour different regions of France in order to gain direct knowledge of varying aspects of French life. Participants are recruited from fields in which problems of vital importance to youth are emphasized. Details of the program are prepared each year by a number of youth and education associations in France, and attempts are made to involve the participants in free as well as organized activities.

Ontario's participants were selected by the Youth and Recreation Branch.

Home economics

A new approach to the study of home economics is being introduced into Ontario's grade 13 classes this September. Because of its new emphasis on social issues related to the family, the course is now expected to attract boys as well as girls.

It is the first course in Ontario schools to offer a study of Canadian families of Anglo-Saxon and French heritage as well as those groups from the other racial backgrounds who make up the Canadian population. The new course will carry on both the general trend towards correlated subjects and the recent sociological tradition in home economics, but it will now deal heavily with social issues—the influence of history on the family in different parts of the world and the development of family traditions and social mores.

A central part of the course will concern the well-being of the family, both for the benefit of its members and the nation.

Housing will be treated as a major family problem, not only from the point of view of shelter but also as a social environment. One section of this part of the course will deal with the effect of housing on the physical and mental health of children, and will relate it to economics, leisure, freedom, equality and social prestige.

Another major section of the course will concern management of income. An entirely new approach for Ontario schools in this area is the study of affluence and poverty on families and individuals. This study includes an investigation of such factors as education, employment, mobility and family life, as well as Canada's anti-poverty program and the changing attitudes towards welfare recipients.

The grade 13 home economics course will also cover such topics as the reasons for the importance of the family in the community, child-rearing practices in North America, the changing roles of the individual throughout the life cycle and the changing roles of men and women.

All parts of the course will be studied in their historical context with comparisons to similar problems in other cultures.

Admission changes

Beginning in September 1968, a graduate of a two-year course at a college of applied arts and technology or the Ryerson Polytechnical Institute, Toronto who has at least 60% average in his second year will be admitted to teachers' college. A student at a college of applied arts and technology or the Ryerson Polytechnical Institute who has successfully completed the second year of a three-year course with an average of at least 60% will also be admitted.



Elliot Lake Centre for Continuing Education

Three summers ago the arts and crafts program at the Elliot Lake Centre for Continuing Education consisted of one small painting class.

"Now we are a seven division school," says Jayne F. Coons, director of the centre, which offers its students instruction in painting, crafts, ballet, drama, voice and opera, strings and woodwinds and conversational French. In addition, it is a manpower retraining centre all-year round.

The group of eight converted apartment buildings on nine acres of land gives the centre a small community atmosphere. As well as providing students with classrooms and accommodation, the buildings are part of what the staff terms a *comprehensive environment*. Everyone at the Elliot Lake Centre is welcome to all the school activities and the school encourages its upgrading students and artists to mix both socially and artistically. "It is living in residence that makes the difference," explains Mrs. Coons.

"The bulk of our summer students come from southern Ontario," she says. "Others come from various provinces as well as the United States. We have four artists in residence here as well as several other top instructors. Often the artists will bring students with them who want to work in one of their summer workshops."

Pottery

One of the centre's staff, Tootsie Pollard, teaches a beginners' pottery class. Her workshop includes instruction in the use of moulds, tile-making and an introduction to the pottery kiln. Her young class has produced such objects as ash trays, bowls and a piggy bank in the shape of a fish. There are varying degrees of ability in the class. One small girl could be at the primary stage, trying to mould mounds of clay and stick them together, while a few feet away, a boy who had spent a previous summer at the Elliot Lake Centre, could be making a tea pot. Since the students in the small class are at various stages, Mrs. Pollard is able to give them individual attention with their projects.

There is also an advanced pottery class which includes lectures and a study of structure. This class is conducted by Frederick H. Owen, arts and crafts co-ordinator of the centre and a potter who attempts to put reality into his works. Many of his objects are caved in on one side or appear to be broken. "I make my pottery imperfect to resemble the world," he explains.

In another classroom, Alex Millar conducts an advanced painting class which concentrates on landscape, life and portrait painting. Mr. Millar also provides his stu-

dents with individual attention and is on hand to discuss their work with them. He instructs them in perspective, form and shape as well as methods for handling the different areas of painting. Around his classroom there are several canvasses illustrating the lakes and trees of the northern country which the students have painted on their scenic excursions. One of Mr. Millar's summer students is a graduate nurse who has been painting for eight years. "I paint for relaxation", she says. Like several others, she spends her summer vacations at the painting workshop.

Another staff member, Viktor Tinkl, is an artist who concentrates on the ordinary in his basic painting workshop. He introduces his students to design and composition using a variety of media, and what he refers to as *found junk*. In order to produce works of art his students have used such material as rusted wheels, barrels and even a dead sea gull.

Another art class is mainly concerned with children. This is Judith Tinkl's leadership training program for teachers who will be concerned with children's art. After their training program the teachers have an opportunity to demonstrate and test their

theories on classes of children aged five to 10 and 11 to 14. These instructors show the children how to use paint, crayon, cardboard, clay, wool and paper to make puppets, clay models, murals and costumes.

Weaving

The primitive weaving class is conducted by Marie K. Aiken who maintains that you do not need an expensive loom in order to weave. According to her, it is quite possible to use the simplest things for tools and turn out such articles as ties and belts from a loom of paper rolls and popsicle sticks. Mrs. Aiken's class starts with wool from Ontario sheep which is dyed and spun in the class without a regular spinning wheel. "I encourage my students to get a feeling for materials," she says. "A spinning wheel can be made from such simple objects as a potato on a bulrush or a wooden spoon on a bar of ordinary soap." Explaining her dyeing methods for the wool Mrs. Aiken showed how brown onion skins, used as a dye, produce wool of a gold and orange colour while lichen added to the boiling water could turn the wool bronze and green.

Mrs. Aiken says that like all the other creative instructors she welcomes staff and students from the other classes who



want to learn, and also the manpower students who are interested in weaving. "I have five students working on definite articles and the rest are happenings," she says. Mrs. Aiken also conducts a creative stitchery class where students study various stitches, texture and colour.

Ballet

Ballet is another division at Elliot Lake. "There are only six qualified children's examiners in ballet in Canada and we have two of them on staff," says Mrs. Coons. There are no novices in either the ballet or music classes at the centre and all the ballet students have studied for at least three years and are members of elementary, intermediate or advanced classes. The students also have an opportunity to study modern jazz along with their ballet classes. At the end of their workshops, the ballet and musical groups give concerts which are attended by the other students at the centre.

There is also a two-week drama workshop offered at the centre consisting of lectures and instruction in acting, directing, makeup, staging and design.

In the language lab French students learn English and English students learn conversational French. Since Elliot Lake is a bilingual community the English-speaking students have a chance to meet and talk with French-speaking families.

Classes are usually full day sessions which run through the morning and afternoon and are held both indoors and out. Mrs. Coons says it is possible to take more than one course if, for example, one of the students wanted to combine pottery and weaving.

However, summer school is not meant

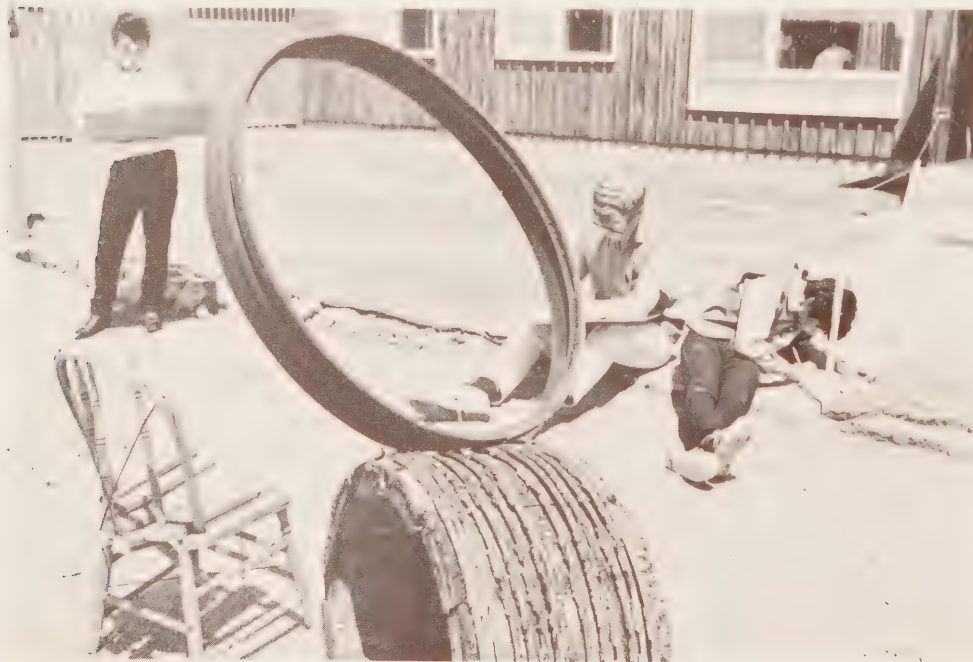
to be all work and there are activities planned for evenings and weekends. The centre shows films and hosts visiting performers and lecturers. There are wiener roasts, beach outings, dances and general get-togethers for all the staff and students.

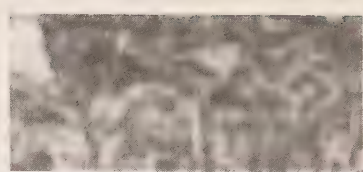
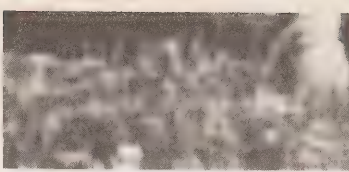
One night, they had a *happening*, which is part of their attempt to bring all their members together in one group—painters, weavers, people learning to read, those learning French, those studying grade 10 science, actors and ballerinas. Incense, bongo drums, weird music and tea were all part of the event and everyone brought such found objects as an old shoe, an empty coke can and half of a one dollar bill to contribute to the main bulletin board. Mr. Owen says it is activities such as these that keep the students at the centre together even though they are from widely divergent backgrounds.

As well as combining their staff and students the centre also tries to encourage participation of the townspeople in their functions. Mrs. Coons says they have about 200 Elliot Lake residents involved three nights a week in their art exposure programs. Also, visitors are welcome to tour the newly opened Centre Art Gallery. The staff plans a new exhibition for the gallery every five days featuring displays of pottery, tapestry hangings, stitchery and weaving by various artists.

Mr. Owen, who describes the Elliot Lake Centre as a five-ring circus, says the arts and crafts school plans to add creative writing, film making and silver smithing.

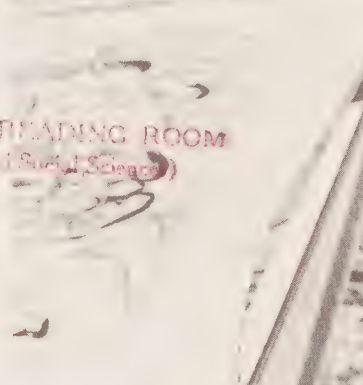
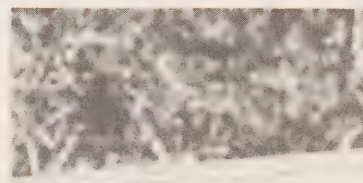
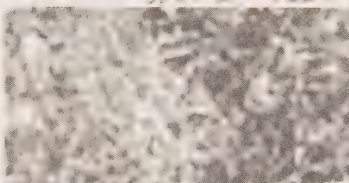
Future plans call for a larger complex situated among the lakes and pines of the north country. "It may be a long time in coming," says Mrs. Coons, "but someday it will be our campus".





DIMENSIONS

IN EDUCATION / SEPTEMBER 1968



Libraries today and tomorrow

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Cover

*There is no Frigate like a Book
To take us Lands away
Nor any Coursers like a Page
Of prancing Poetry —*
Emily Dickinson

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Editor's note

This edition of Dimensions in Education marks a new phase in the editorial policy of the magazine. We are now publishing controversial and indepth articles about education in Ontario. We welcome your comments on published material and suggestions for future editions.

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Exciting things are happening in education today. Schools are breaking the tradition of texts and teacher-domination. Children are encouraged to explore, investigate and take more responsibility for learning. Yet many of these new educational programs are not possible unless students are provided with a wide variety of the most up-to-date learning resources available. Truly individualized learning programs can be successful only when each student is able to select from a wide range of materials.

No longer is it possible for a limited classroom collection to provide sufficient learning materials to satisfy the varying interests and abilities of students within any one class or group. Moreover, few classrooms have facilities for organizing a quantity of materials in such a way that the student's time is not wasted in searching for the desired information. A large centralized area from which students and staff may select necessary resource materials is essential. Liaison and close co-operation with local public libraries, museums, art galleries, neighbouring schools and other community resources become vital if children are to truly explore in depth and not be left with half-truths and unanswered questions.

Because children learn at varying rates and in varying ways, dependence upon the printed word is giving way to the fact that for many students in many learning situations, the printed word may be less effective as a learning device than a pictorial presentation through pictures, filmstrip or film. In some cases a recording or tape may make the greatest impact. Most persons involved in education now realize the value of providing students with a variety of print materials ranging through books, pamphlets, newspapers and periodicals, and also with non-print materials such as filmstrips, 8 mm. loop films, 16 mm. films, tapes, recordings, pictures, maps, charts, globes and realia. Students are thereby able to choose those resources best suited to their needs and the particular learning situation.

However, providing materials for learning is not enough. There is no guarantee that the presence of a large collection of

books and other materials will in any way affect the educational program of a school. Well-qualified, enthusiastic personnel are vital. Classroom teachers, librarians and audio-visual specialists working closely together as a team can ensure that the materials selected are those best suited to the needs of the students in a particular school. Professional and clerical staff are required to organize and house all learning resources for easy access.

Various terms have been used to describe a school's centralized collection of learning resources ranging from the familiar term *library*, through *library resource centre*, *instructional materials centre* or *IMC*, to *media centre*. However, the school library by another name is still the centralized depository from which learning resources are made accessible to students and staff. In addition, it is the place where specially trained persons are available to help students and staff make best use of these resources.

It is what is happening in the school after materials are selected and organized for use that determines their effectiveness. A library program developed without reference to the learning activities of the school cannot make much impact on the educational program of that school. Principal, teachers, subject consultants and library and audio-visual personnel must work together as a team to ensure that not only are the necessary materials provided, but that each student is given ample opportunity to use these resources and is also given the guidance to use them effectively. Moreover, students need a variety of library experiences so that the collection available becomes not only a source for specific information, but also a means of stimulating lifelong interests in such fields as art, music, poetry, drama and reading for pleasure.

If the library is to be truly effective in the educational program of the school, it must be flexible enough to change and adapt to meet the varying needs of children. The major purpose in organizing learning materials through the central library is to give students and staff ready access to all resources available within



the school. These resources are not necessarily used, or even housed, within the library complex. It matters not where these resources are used as long as they are used. In some cases it may be desirable to have all learning resources pertaining to a particular topic made available to students in their classroom. At other times it may be better for classes, groups or individuals to use resource materials in the library. Conference or seminar rooms provide an area for group activities; study carrels are designed for independent work in the library. The important factor is that provision is made for students to work in the library and for materials to flow back and forth between labs, shops, classrooms, home and the library. It is only in this way that students will be provided with what they need when they need it. This type of program, however, requires a large, well-chosen library collection, adequate space in the library complex for storage and use of materials, and also sufficient professional, clerical, and technical staff to select, order, organize and circulate materials and to give guidance in the use of library resources. At present, many schools are hampered because of a limited collection of resource materials, inadequate library facilities, or insufficient professional, technical and clerical staff.

The Ontario Department of Education suggests a minimum collection of 5000 volumes for elementary and secondary schools with enrolments of 500 students

or fewer and 10 books per pupil for schools with larger enrolments. A recent departmental publication entitled *Library Resource Centres for Elementary Schools* states that *many school libraries will find it necessary to enlarge their collections to 20 or 30 volumes per pupil as library use increases*. In order to enable boards to build up basic collections and to keep these collections up to date, the departmental stimulation grant for library books is now based on expenditures of up to \$10 per pupil.

A departmental publication, *The School Library Collection*, Curriculum P2J2, suggests books suitable for kindergarten and grades 1 to 6. A similar publication for grades 7 and 8 is now in the final stages of preparation. These booklets, intended as guides for the beginning school librarian or for those choosing an initial collection for an elementary school library, list materials closely related to the interests and learning activities of elementary school children.

Two other departmental publications, *Library Materials Centres for Secondary Schools and Library Resource Centres for Elementary Schools*, provide guidelines for those planning new library quarters or renovating existing facilities. These suggest that elementary and secondary school libraries should provide seating accommodation for at least 10 per cent of the total school enrolment. *In schools where there is emphasis on individual and small group learning activities, it may be necessary to provide seating for 20 to 30*

per cent of the total enrolment. Department of Education grants are based upon suggestions outlined in these booklets.

Although many schools in Ontario are still faced with a shortage of qualified library personnel, the future looks encouraging. This summer the Department of Education increased the former two-part course for elementary school librarians to three parts to provide additional education for multi-media library resource centres.

The Library Handbook for Elementary Schools in Ontario, published by the Department of Education, provides help to persons with little or no library training who are faced with the task of organizing an elementary school library collection. This book gives suggestions for cataloguing print and non-print materials and also some helpful hints about selection and circulation of library materials.

Courses for secondary school librarians are given during the summer session and also are an option in the winter program at the College of Education, Toronto and Althouse College of Education, London. McArthur College of Education, Kingston plans to offer its first course in school librarianship as an option during the coming school year.

Living and Learning, the report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, emphasizes the role in education played by all forms of communication. It also predicts that *the library will remain as the major resource centre, making available books, periodicals, tapes, filmstrips and other readily-catalogued materials; small study and viewing carrels will provide opportunities for individual and small group reading and discussion, and transmission of selected radio, tape, and television programs*.

It is evident that schools are providing larger and better collections of resource materials. Library facilities are being provided or expanded in many elementary and secondary schools here in Ontario. More and more teachers are becoming interested in school librarianship either as a profession or because of an increased interest in the vital part that resource materials play in modern education.



A new unstructured program in education, emphasizing children's individual interests is moving into Ontario's primary schools.

According to Sylvia M. McPhee, assistant superintendent, Curriculum Section, Ontario Department of Education: "Children in primary grades must have a vital three dimensional environment where they are able to express themselves in different areas by using all sorts of materials."

In accordance with this pattern of education, a class of primary school children in Port Arthur is studying the behaviour, eating habits and species of a hamster which one of them brought to class. A class of six-year olds in Red Rock is working with a huge map of the world, relating books to countries, learning travelling methods and geography as well as listening to ethnic music. A grade 3 class in Welland listens to Italian tapes and repeats the words, while a primary class in Schriber studies space travel.

Another prime example of this current explorative program, which is gradually

being introduced into all primary schools in the province, is Alexander Public School in Sudbury. Here, primary pupils are allowed to do whatever they choose for the first hour and a half of the morning. This free activity program begins with a classroom discussion in which the children, aged six to eight decide how to spend their time.

Pupils in Percilla E. Grove's primary two class participate in class outings and are always eager to describe their trip the next day, each using individual methods. Boys often draw maps indicating their route to and from the places they visit. Some children draw pictures of what they see, while others prefer to write about their visits. Another group may decide to produce a television show re-enacting their trip and start to work making a television set out of a cardboard carton, stapling other students' art work together in a long film strip to be pulled across the screen and writing a story to accompany the pictures. Children lie on the floor, sit in chairs or on tables to work in this free atmosphere. They may even drift into the halls.

"While working on their individual projects," says Miss McPhee, "the children are encouraged to talk and discuss ideas among themselves. They used to have to be silent and listen to their teacher's ideas but teachers have come to realize that through these discussions children learn from each other. Sometimes," she says, "a teacher can try to explain something to a pupil for 20 minutes and get nowhere, while a classmate may get the message across with three words."

The primary one teacher at Alexander School, Patricia A. Gordon, uses the sign-up method to find out how her pupils are going to work during their free period. Some sign their names under the cutting and pasting column and some under the painting column, while others choose to write original stories using word and picture books to help them. Still others prefer to get into costumes and put on a short play for the rest of the class.

"One morning," says Mrs. Gordon, "I asked the class if anyone preferred to be structured. Four children said they would rather learn this way and proceeded to try out the old method. However, it was not long before they asked to rejoin their unstructured classmates."

"Children learn the language by using it and by interaction with each other," says Miss McPhee. "There is no longer the feeling that every subject has to have a special period during which it is taught. Subjects have to be used to be learned and they must also relate the child's environment. This freedom in learning provides a real learning atmosphere for the children," she says. "Many times these creative sessions are a learning experience in everything, not only in mathematics and language, but also in social interaction."

Once these projects have been completed, the pupils hold another discussion period, supervised by the teacher, where they are free to compliment, criticize or make suggestions for improvement of a project. "This is a practice which gets the children used to criticism early," says Mrs. Gordon.

"This new system makes the teacher's role far more demanding than ever before," says Miss McPhee. "The teacher is the adult in the learning situation and the guide to learning. She does not just pour knowledge into children's heads. She

strives for a balance of learning and provides the child with direction and materials while he discovers things on his own." According to Miss McPhee, a good teacher observes, has long range plans and lets children use everything as an aid to learning.

Mrs. Gordon says she has a tentative plan of instruction but no definite course of study. There is also no formal testing or exams. What she follows, she says, are the childrens' interests. "They go as far as they can, as fast as they can," she says. "Some need structure while others are able to get their own ideas and go to work on them." Mrs. Gordon, who taught in a structured program for three years, describes this unstructured program as far more exciting for a teacher even though it requires more time and work on her part.

At the end of the year the children at Alexander School pass on to the next level which goes as far as six at this particular school. Some pupils who have not shown sufficient progress are kept behind and, according to Mrs. Groves, become possible leaders for the new group coming in. Since the stress in this unstructured program is on individual progress the children's reports are all different and consist of

written comments on both the academic achievements and social adjustment of the child. Miss McPhee says: "Teachers are trying to make learning an intrinsic thing. Reward is within the child, not a letter or number. What does A, 95 or 45 mean?"

According to Miss McPhee, primary programs are responding to children's needs and help children to cope — a term which she interprets as *collect, organize, present and evaluate*. "Primary teachers get these children during their first three years of school, which is a child's vital time of learning as well as his introduction to education. These children need an exciting, alive beginning," says Miss McPhee, "because their attitude to learning begins here. Educators have a responsibility to develop potential and make sure a child's thinking is not cramped. There should be no ceiling on a child's learning. Children should begin with involvement in an atmosphere in which they are free to use all sorts of materials to investigate and manipulate ideas. It is not enough for a child to watch someone else. Children must be involved in a real situation."

Mrs. Groves says that as a result of this freedom the children become self-reliant and realize that they are individual

personalities. "By learning this way," says Miss McPhee, "children learn to think for themselves and realize that their thinking and ideas are valued. This whole unstructured system is creating a new respect for children and their answers."

But what happens to children who have become used to an unstructured primary education and must move into a structured system once they pass out of primary grades? According to Miss McPhee, most of them manage this change without any difficulty. Often they may make the traditional teacher move towards a more unstructured pattern of learning. These children bring experience into their new classroom, ask intelligent questions which lead to investigation, bring in materials and generally help the teacher change her set pattern of instruction so that her pupils can learn for themselves under her direction.

"This type of learning takes time," says Miss McPhee, "but it is worth it. Children should not be forced to learn. The atmosphere for these young, investigative learners must be such that the child can relate himself to his environment. Primary education has to arouse the inner curiosity of the child and employ the child's interests."



Compulsory education in a permissive society

J. Bascom St. John

Chairman
Policy and Development Council
Ontario Department of Education

It has been observed that the compulsory education law is the most popular statute on the books. For mothers, it gets the children out from under foot, and for the rest of society it provides relief from the unrestrained energies of young persons on the loose. The importance of both these reasons is emphasized by the recurrent demand that the schools be kept running the year around.

It has been commonly assumed that compulsory education was an idealistic measure to ensure that all children equally would have the benefit of schooling and the opening of the doors of the mind to the riches of human culture. This may have been true in some parts of the world, but those who have read *Centennial Story*, the history of the Toronto Board of Education, published in 1950, know otherwise. From there, it is clear that the demand for compulsory schooling in the early years of the educational system in Ontario came from social disapproval of the depredations of children of all ages roving the streets all day and much of the night, without restraint. The idealists had assumed that parents would be glad to have their children educated, but then, as now, there were always some who did not insist on school attendance when the children said they did not want to go. The simple issue of what we now call delinquency became socially intolerable and compulsion seemed to be the obvious answer.

Moreover, schools were a much more acceptable solution to the problem than more jails and reformatories, if only because what went on in schools resulted hopefully in education and enlightenment. The popular assumption has been that there can never be too much of either, a worthy objective.

The last extension of the compulsory principle came officially at the end of the first world war, in 1919. This, lifting the age limit from 14 to 16, was heavily motivated by unemployment among both adolescents and returning soldiers, the purpose of the extension being partly to take the youngsters off the labour market. Actually, the reform did not become effective for two or three years, and full enforcement did not really have a bite until after the second world war.

Until 1954, compulsion at the other end of schooling — the age of entry — was some-

what elastic, but in that year the firm assertion was made by the legislature that children must attend from the age of six years, regardless of what their parents might wish, or wisdom suggest. Some had hoped that the Hall-Dennis Committee would investigate this question, but it was evidently overlooked.

Most educational psychologists interested in learning are aware that late starters often perform miracles of achievement. An extreme example was in the newspapers recently when it was recorded that a mature man, starting from virtual illiteracy, had covered the whole eight years of the Ontario elementary curriculum in rather less than one year. How exceptional this might be, as an individual accomplishment, is now known. However, the Russians start schooling at the age of seven years, and general respect is accorded their educational attainment. In Scotland, where most children start school at the age of five, difficulties in reading are very frequent, according to Dr. A. R. MacKinnon, now of Simon Fraser University, who obtained his advanced degree on reading research in Scotland, so it may be taken that education in its practical sense can start too soon.

Ontario's 10 years of compulsory schooling are among the longest periods in the world, and this has been widely regarded as highly creditable. It is rarely claimed that Ontario children are exceptionally well educated in comparison with children in other jurisdictions for this reason alone. The degree of progress the individual child might make in the 10 years depends less on time than on determination and ability, which remain mysterious and unpredictable.

There are two increasingly audible voices being heard these days about this question of compulsion in education. One takes the view that organized education stultifies the child's mind, destroys his incentive to learn, and generally ruins him. Logic or common sense are no obstacle to such advocacy, and open suggestions are heard from time to time that compulsory education should be abolished.

At the opposite pole are the advocates of extending compulsion still further, to 12 years, thus keeping the majority of children and adolescents in school until the age of 18. The Hall-Dennis Committee evaded this

specific recommendation, but said that the question was sharpening, and that preparations should be made for this step. No consideration was apparently given by the committee to the social or educational implications of this step, or to the possible value of alternative steps for ensuring the continuance of education into maturity. Many people blindly assume that if a little education is the beginning of a good thing a great deal more is inevitably better.

Considering the intense emphasis the committee made on the removal of compulsion from all aspects of the child's education inside the school, it is odd that the inconsistency of using the force of the law to make the children attend school did not occur to the members. It seems peculiar that total freedom for the child should exist inside the school but not outside its walls. Perhaps another Royal Commission should be asked to look into this.

It is a current cliché to say that we are entering, or have entered, a permissive society. All sorts of rules are being questioned because rules inevitably are restrictive. Moral anarchists among us advocate disobedience of rules we do not like, sometimes in the sacred name of civil liberties. Such advice could lead to a dangerous weakening of the whole fabric of our social order, which is founded on the rule of law and will only continue so long as most people accept the law as the basis of personal and social conduct.

This apart, a theoretical case can be made to the effect that the civil rights of a child are violated by the compulsory education law, by which he is forced to go to school by parents who are, in turn, subject to legal penalties (not to mention financial loss) if they fail to insist. In a permissive society, it might be asked, what right has any person to force another, of any age, to become educated?

Put this way, total permissiveness, complete freedom of choice, the assumptions of mature judgment in a very young person, seem less valid than theory asserts. Life outside of school is filled with obligations, duties, unavoidable submissions, which every child, grown up, finds out with no

Lewis Miller

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Ontario Department of Education

Television in Education

Roderick Maclean
Methuen Educational Limited
London, 1968

Although this book deals primarily with the variety of uses of television in education in Britain, its major value is that it also treats problems that occur whenever the educator and the television producer come together. It is to be commended to those who would use television in education.

Roderick Maclean combines the backgrounds of both education and broadcasting, and he writes with a sensitive awareness of the attitudes of those who come to educational television with qualifications in either profession.

Mr. Maclean's message is that one cannot make any generalizations about education or television. All too often producers and educators come to educational television with preconceptions that seem either irrelevant or plainly distasteful to one another. One *apparently trivial* example offered by Mr. Maclean is the use of signature music at the openings and closings of closed-circuit lectures. This is a practice that producers often take into closed-circuit productions. But, as Mr. Maclean points out, teachers do not enter their classrooms to music, and such use for closed-circuit lectures might do more harm than good. It might subtly suggest "to the student those same conditions of relaxation and passivity that are associated with entertainment; and, it may indicate that the teacher has uncritically carried over to this new context some other irrelevant trimmings. . . ."

The author's point throughout the book is that anyone who would use television in education should first ask himself what his aim is. Television, he points out, can be used in a wide variety of ways, extending from its use as a simple visual-aid tool to magnify images for students in the same room (e.g. as in its use in conjunction with a microscope) to its use as a *mass medium* for the broadcasting of carefully planned and elaborately produced *programs*. He questions the use of the word *program*, for all that is transmitted by television and feels the word is misused when applied to some closed-circuit presentations. Mr. Maclean would obviously shudder at the use of the

word *show* for a closed-circuit lecture — an all too common practice among North American ETV producers. The term is not even acceptable for elaborately produced ETV broadcast productions, and highly offensive to most teachers who make use of television in closed-circuit systems.

Depending on the use to which television may be put, Mr. Maclean writes, the roles of teacher and producer will vary. In the use of television as a visual-aid, the teacher is his own producer. But when television is used as a mass medium, the need for a highly trained producer is paramount. In any use of television in education, nevertheless, "there is no real ambiguity about the role of the teacher: he is there to provide the central core of the teaching material without which all that is going on around him would be utterly pointless activity". The role of the producer in broadcast educational television obviously calls for a special type of person. First, he must be proficient in the use of the medium. Equally important, however, is that "he should also have a sound knowledge of learning theory". Ideally, then, "it is all the more important for the producer to be himself a teacher by training; and second, that tact must be one of his stronger qualities".

I agree with Mr. Maclean. Although many good producers have the intelligence and sensitivity to work well with teachers, far too often one is aware of insensitivity on the part of producers in their relations with teachers. Teachers, on the other hand, would do well to be open-minded towards suggestions that the good producer is qualified to make. Whether our backgrounds are primarily in education or in broadcasting one of our best safeguards at all times is to ask the simple but often neglected question, what is our aim?

While this is a book well worth reading it is unfortunate that in the very first chapter, *Towards a Definition*, Mr. Maclean introduces a questionable and largely irrelevant definition of the word *medium*. In this age of McLuhan perhaps any use of the word *medium* is debatable, and Mr. Maclean's usage raises as many questions as does McLuhan's. The thoughtful reader who values his time is advised to begin with the second chapter.

uncertainty. Dr. Brock Chisholm, the psychiatrist, used to inveigh against the falsehoods about reality that adults tell children, being particularly concerned about Santa Claus. What ought he to say about adults who persuade children in schools that failure does not happen, that anything one dislikes need not be done, that there are no powers which say: 'You must!'

The schools are an integral part of society. In fact, many people think of schools as a miniature society in which the child lives and learns, on his own scale, what he will need to know about later life in the big world at large. It is only honest that the school society should reflect the truth about life, and this will unavoidably include compulsion.

Schools are run by people who are also part of society, and they share the opinions and theories which float around, and they experience the realities of the human condition. Under the circumstances, compulsory education will continue, regardless of what the children think of it. Parents, with all their incompetence, ineptitude, their loving care and tender interest, will continue to produce and bring up children, whether there are teachers in schools or not. Patterns of instruction will loosen and then they will tighten, as passing theories urge, but they will always be there. Judgment of progress, made against preconceived standards of attainment, will continue to be made. Praise and honour will continue to be accorded to the able young person, because his sensitivities are just as important as the sensitivities of the less able. The sun will appear to rise and appear to set — each day, perhaps forever. And life will go on.

Teachers from all over the province comment on *Living and Learning*, the report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario which was published in June.

There is a fourth social issue faced by education. Some contend that the school should remain aloof from the problems of society and so give tacit support to the status quo of the society which supports the school. Others hold that the school is an active agent in society, that it does not and cannot exist as an insulated entity, and that young people in school have a right to an education which reveals the weaknesses and problems of the world they face and helps them prepare to mitigate or solve them. page 67.

The responsibility of a school is the development of the mind and the training of the individual in the many skills essential to modern society. A school system charged with the preparation of the young for a role in society cannot remain aloof from its social problems. It must associate curricula to culture — a culture that has evolved as a result of solving the problems presented by its physical and intellectual environment. If the school were not to relate education to the community, it would not be fulfilling its obligation. It would produce well-educated but socially sterile individuals. The school sets the cultural standards in many rural and small urban areas. This fact requires that it should be aware of the conditions which create conflicts and which must be resolved if progress is to continue. More and more the burden of self-determination is being given to the young, especially in education and to a lesser degree in politics and other areas of society. The school would be derelict in its social obligations if it permitted students to graduate with the assumption that they were entering utopia, and that could happen in a socially disoriented school.

Arthur G. Hunter, Ancaster

Related to grading is the use of formal examinations as the means of transition from grade to grade. Such arbitrary measures of achievement and the concepts of promotion and failure should be removed from the schools — not to reduce standards, but to improve the quality of learning. page 76.

Our concepts about learning and teaching have to change. What kind of student do we hope to produce? To what extent is each individual developing a sense of real personal worth?

Success in school, as measured by grades appears to bear little relationship to anything else. Grades only predict grades.

Each of us is convinced that education is a powerful force for the improvement of mankind. We live in a time when one era of instruction and curriculum is in full bloom, another is well-begun and a third is embryonic. Are we teaching inductively, with the child learning for himself the skills of inquiry? A good school is one that is constantly seeking to improve. Many innovative principals would prefer to be in a school labelled *experimental* or *progressive* than to be in one that exhausts its energies defending the *status quo*.

Some schools have already begun using the gradeless system. The policy of subject promotion is under careful study and trial.

We have often heard: "The only people who are dissatisfied with the system are parents of children not involved in non-graded programs."

"If a child is held back, made to repeat grades, while his social development moves ahead, he becomes frustrated in his aims. It would be better for him to get instruction in his weak subjects yet be challenged by new work in the areas in which he is capable.

Formal examinations for grade promotion are obsolete.

Ruby A. McCool, Petawawa

There must be some way of analyzing the progress of the students in order to move them from grade to grade. I feel formal examinations have to be *part* of the assessment, but need not be the entire means of evaluation. The experience of working under pressure can be a valuable means of self-evaluation for the student and I cannot see how it would interfere with the quality of learning for the student. In fact, the reality of a mark may help stimulate learning in more detail or in other areas of interest.

Patricia L. Oates, Toronto

In establishing the atmosphere for learning the professional teacher remains sensitive to the interests and problems of pupils, and allows the direction or pace of the lesson to change as the situation demands. page 124.

The teacher who is afraid to digress from the prescribed lesson plan he has prepared is unsure of himself — for him the lesson provides *security* — to digress presents *challenge* and can open up new avenues of learning for his pupils. Is time so precious that we cannot afford to take advantage of a new approach? Indeed, is it not imperative that we do take advantage of it if we are to serve the true purpose of education? Is not the problem breached by that boy (third seat, fourth row) of far greater immediate concern than *the one in the text*?

Arthur D. Wall, Toronto

Without an awareness and sensitivity to each young person as a unique individual, I could not remain a teacher. It is the accumulation of little successes each day, every day of the school year that make teaching dynamic. Teachers grow. Growth is not static regardless of age. Just as I hope my students grow in awareness and understanding they in turn stimulate me to try to understand their needs as individuals and to continue to find ways to meet their needs to the best of my ability.

Alice M. Davis, St. Catharines

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Cover

This art work was created by Catherine Stewart at the Metropolitan Toronto School for the Deaf after attending a prelude concert given by musicians from the Toronto Symphony Orchestra.

Inside

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- 7 Ministers' council appoints committees
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- 8 School problems

Harriet Law

To most people music means listening. But 25,000 school children in metropolitan Toronto also know that music is for running, jumping and swaying to. Others know it is for touching and sensing. And still others— the profoundly deaf — do not hear it at all, but lie on their stomachs on a gymnasium floor to feel its vibrations.

For the past three years, small groups of musicians from the Toronto Symphony Orchestra have visited Toronto schools to meet and play for students. These prelude or school concerts are an introduction to a lifetime of good listening for students in grades 4 to 7. The musicians love it. And the students respond in an enthusiastic way, for in most cases there is no advance preparation which results in their immediate and uninhibited response.

The musicians, who visit the schools in groups of four or five, are members of the strings, brass and percussion sections of the Toronto Symphony Orchestra. They are paid by the Toronto Board of Education and their concerts are co-ordinated by the Junior Women's Committee of the Toronto Symphony Orchestra. The idea originated with Harvey D. Perrin, music director, Toronto Board of Education, who was impressed by similar concerts he had attended in U.S. schools.

The musicians sit on chairs in the centre of the school gymnasium, facing approximately 100 students seated on the floor around them. This arrangement encourages a feeling of intimacy and informality, bringing the players and audience close together. It also gives every child an excellent view of what is going on.

Each grade receives one musical group: for the grade 4 level, string instruments; grade 5, woodwinds; grade 6, brass.

The musicians talk simply, often humorously, with the children, giving them a brief history of their instrument. Gales of laughter greet trombonist Murray Ginsberg when he compares the traditional, trombone-playing joker clown in a circus with Batman's joker. And each time french horn player Eugene D. Rittich pulls out a 20 foot long garden hose and funnel and plays on this primitive French horn, his audience is amazed and impressed. Mr. Rittich says the students are alternately attentive with interest and responsive to the music. He feels they are most relaxed and receptive when they are not admonished by teachers or principals to restrain themselves, but are allowed to sit informally on the floor.

After the concert, each musician retires to a corner of the gymnasium to answer questions raised by the students. The children often press forward to touch the instruments, or stick their fists in the *bell* of the French horn, and inevitably ask if they can hold the tuba.

They also become familiar with musical terms because they see them demonstrated. The musicians compare the effects of mutes on string instruments with open string bowing; and *pizzicato*, or plucking, with bouncing the bow on the strings. The trombonist illustrates how the slide on the trombone can produce *glissando* or a gliding effect of the notes.

The concerts help children enjoy music as a three dimensional experience. It is probably a fairly unique occurrence in their



After the concerts the children get a chance to touch the instruments and question the musicians.

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young lives, most of them having had an initial acquaintance with music on radio, records and TV. At the prelude concerts they hear music, see it produced, touch the instruments and question the musicians afterwards.

Teachers are asked to give only a minimum of preparation to students before the concerts which may consist of some indication of the kinds of instruments they will be hearing. Afterwards the concert experience is reinforced in the classroom, through artwork in the lower grades or brief essays and discussions in the higher grades. Students may also be asked to play records and identify solo instruments they have heard at the concert. Many read the biographies of composers whose music was played.

Learning to respond to different rhythms and sounds helps to develop music appreciation in all children. But for deaf children music is a vital part of a general program to spur them on to speech development.

In teaching music to the deaf at the Metropolitan Toronto School for the Deaf, auditory training is the most important aspect of the music. Making deaf children aware of inflections of speech helps them to understand the hearing-speaking world about them. Similarly, when the profoundly deaf master a rhythmic speech, they are better understood by others.

Deaf children are trained to distinguish between the vibrations of musical instruments and other vibrations and sensations in their environment. They can sometimes, on their own, distinguish between the vibrations by localizing them in their bodies. High tones are felt in the head cavities,

medium ones in the chest, and low tones in the stomach, feet and legs. Low tones are also the ones most likely to be received by the profoundly deaf, with the aid of their portable amplifiers.

That is why, when the prelude concert was scheduled for the school, it was the brass, with the low ranges, which were selected. During the performance a ten-year-old boy patted his stomach each time the vibrations of the tuba reached him. Others lay down on the gymnasium floor to feel the vibrations.

"Fluent and rhythmic speech is the difficult, ultimate goal in teaching the deaf," says Margaret J. Grant, principal of the school, "and music is a teaching aid in achieving that goal."

For example, in the Orff music classes conducted by I. Lois Birkenshaw, simple patterns with words of the same number of syllables form basic movements. The children perform in response to *horse-dog-cow-and-sheep*, and *yell-ow-pur-ple*.

An illustration of the effectiveness of this training was apparent at the prelude concert. As musician Murray Ginsberg held up the mute for his trombone, and said: "This-is-a-mute," the children in the gymnasium responded by leaning forward and with an effort at facial expressions repeatedly called out: "*Mu-te, mu-te*."

The musicians who travel the prelude concert *circuit* are perhaps unique in that

they are not only first class performers, but also are developers of the art of communicating with a basically unsophisticated audience. They recognize that rhythm and melody alone should be allowed to work their magic on their young audiences. They also avoid shackling the responses of their audience with difficult explanations or demands for concert hall behaviour.

At present, three boards of education in the metropolitan area sponsor prelude concerts in their schools — Toronto, Scarborough and North York. Seven different groups of orchestra players sometimes play one, two or three school concerts a day. The name *prelude* was chosen by the Toronto board to indicate that these concerts are an introduction to later trips by the grade 7 and 8 students to Massey Hall to hear the symphony concerts.

In an effort to reach the pre-schoolers, a pilot program called *Tiny Tots* has been launched by the Junior Women's Committee. Tickets were sold to over 100 families who brought their four to seven-year-olds to a special concert by a group of Toronto Symphony musicians. In play clothes and bare feet the young children, totally involved in a creative music experience, danced around the auditorium, moving with the music. "The value of these concerts," says Harvey D. Perrin enthusiastically, "is both educational and a thrilling experience in live sounds."



The musicians play in an informal atmosphere which brings them closer to their young audience and encourages eager responses to the music.

Education for international understanding

Canadian children care enough to share. And each year students in Ontario elementary and secondary schools are proving this watchword of UNICEF through their fund raising projects to improve the conditions of other children in the world.

UNICEF — the United Nations Children's Emergency Fund — has been associated with schools since about 1954. According to Sybil M. Darnell, chairman, Ontario UNICEF Committee, the bulk of the activity is done in the elementary schools at Hallowe'en. Since United Nations week comes just before Hallowe'en which falls at the end of this month, UNICEF combines these two occasions. Instead of going door to door to collect candy for themselves, many children collect contributions for UNICEF in their specially marked orange and black boxes. Mrs. Darnell says that as well as aiding poverty stricken children these projects are "a valuable way to educate our own children of the need of children in other countries. The sharing also produces social consciences in our children who will develop into adults who care enough to share".

UNICEF began in 1946 when it was established by the United Nations to assist needy children, primarily in war-ravaged areas. In 1950, the organization shifted its emphasis from emergency aid to long-range programs for children in developing areas. Although its name was shortened to United Nations Children's Fund in 1953, UNICEF still handles emergency situations should they arise. For example, the Canadian UNICEF Committee participated in the Nigeria/Biafra relief fund this year.

As well as the annual Hallowe'en collection, students carry on such varied fund-raising projects as dances, car washes, and lost and found auctions — all thought up and organized by the students themselves. Ontario secondary school students also took part in the Miles for Millions march in which UNICEF was a participant.

UNICEF projects are also being introduced into lessons. For example, one class studied the collection figures and the cost of aid to other countries as well as using their project material for lessons in health and social studies. Mrs. Darnell says the students become so involved it gives them an incentive to learn.



Hundreds of students show their interest by walking miles to raise funds for countries requesting aid.

UNICEF believes that a country as well as its inhabitants must be developed. Thus, the organization is not aiming solely at famine relief but is also attempting to develop self-respecting and self-sufficient citizens in other lands by providing education facilities, instruction in health, nutrition, family and child welfare and vocational training. Over 100 countries participate in UNICEF which along with the World Health Organization, the Food and Agricultural Organization and UNESCO aims to co-operate with these developing countries, to improve the conditions of their youth.

Health, service and international understanding are three objectives of the Red Cross Youth, an organization which has been associated with schools since 1922.

Carol E. Sundmark, elementary supervisor, describes the purposes of the Red Cross as primarily educative. She says: "The Red Cross assists teachers to develop attitudes of voluntary service to others and promotes international understanding."

In Ontario about 15,000 elementary classrooms are enrolled in the Red Cross Youth program. At the beginning of the school year a class enrolls with a membership fee of \$3 which covers the cost of an enrolment kit containing membership cards, buttons, a teachers' guide, posters and a magazine subscription. "By joining the Red Cross Youth," says Miss Sundmark, "students learn about children in different parts of the world and what they can do to help them." Over 100 countries are involved in the Junior Red Cross, the elementary school division of the Red Cross Youth, whose

world-wide communications system makes school project exchanges possible between many different countries.

In addition, the Red Cross promotes international understanding through slides, films and handicrafts which are all available for display purposes from their library.

Miss Sundmark points out that the elementary school children receive a motivation for learning when they belong to Red Cross Youth as the projects can be introduced into history, geography, health and practically any other class.

"The planning and organization of these projects and exchange materials gives a practical channel for what children are learning in school," says Miss Sundmark. "It gives them a chance to study real problems. As well as receiving training in organization, democratic procedures, letter writing, financing, public speaking and art they are receiving responsible citizenship training at the same time."

According to Miss Sundmark, the Red Cross in the elementary schools is not a structured program but is left to the children's ideas and the teachers' discretion. The Red Cross encourages that the children know what they are raising the money for and that the money they raise is going towards aid for others. On a provincial level the money raised by school children is providing dental coaches which travel in northern Ontario to provide 900 youngsters with dental care. On an international level, it provides for self-help projects such as community centres in the slums of Lima,

or health education programs in Jamaican schools.

Although they have the same aims as the juniors, the secondary school Red Cross Youth operates on a different basis. Instead of a total classroom membership, there is one Red Cross club which students can join in each of the 55 participating high schools.

In 1966, the high school Red Cross executive was formed to which five high school students are elected yearly. These executive members are responsible for the high school program in which there is an increased emphasis on youth involvement. They are now the originators and organizers of their own projects, one being a seminar on youth problems involving sex, drugs and alcohol. Karen E. Redner, a Red Cross youth supervisor, says that in the past they were a fund raising volunteer group but now they want to get rid of their *do-gooder* image and adopt a realistic program.

CANSAVE, the Canadian Save the Children Fund, also places its emphasis on educating and informing its volunteers on the impoverished state of other lands. They feel too, that if these children are going to be helped, something must be done about their environment. Thus they place a special emphasis on the support of day care centres with built-in training programs, on health centres and school garden projects which all teach families to help themselves.

CANSAVE, which has been active in Canada since 1922, is concerned with child welfare regardless of race, creed or national boundaries. One of their major projects in which both elementary and secondary schools participate is the sponsoring of children in other lands. For \$84 a class can sponsor a child for one year while the \$120 sponsorship plan provides the child with education and vocational training at the secondary level.

There are several hundred children being sponsored by the world-wide organization at the present time. These adopted children are all poor, but are not necessarily orphans as CANSAVE is mainly family-oriented. The sponsorship includes the child's food, medical treatment and clothing, and also aid to the entire family if this is possible. Through this organization school children become aware of the needs of others and, after adopting a child, the classes write to their children and send them parcels. One school even raised enough money to bring their



International understanding is not the only concern of students walking Miles for Millions.

adopted child from Trinidad for a visit.

D. Barry Flemming, youth and education director, OXFAM of Canada, says there is a definite link between education and fund raising projects.

OXFAM, which is one of the newest organizations acts as *charity bank* as it provides funds for the projects of other agencies in developing countries. Currently it is active in relief programs in 90 countries.

In order to accomplish this, OXFAM sends printed educational material on international development to schools all across Canada. These sheets can be used by teachers to instruct their students about these countries with reference to climate, natural resources, population and statistics. Mr. Flemming says the material puts the problems on a human level and has a great impact on students and teachers who read it. This *real* material says Mr. Flemming, is intended to make the students *globally conscious* and thus try to do something about the hunger and poverty of others.

Once they have been alerted to the need, schools handle their money raising projects in different ways. They may go ahead and raise money and then send it to OXFAM or they may write or visit OXFAM headquarters, say what amount they are aiming at, and ask OXFAM to suggest projects. Then

they receive a list of possibilities and decide for themselves whether they would rather buy hospital beds or support a health team. "OXFAM tries to be as personal as possible with its volunteers," says Mr. Flemming, "as it keeps them in touch with the projects they are supporting."

Mr. Flemming describes the projects as an education in selflessness for the students. "It is so easy for a student to just give a dollar or a quarter out of his pocket and immediately dismiss the cause," he says. "It is better for them to be involved in projects."

Next summer there will be 50 school children from Canada going on an experience tour to Mexico where they will be able to travel in depressed areas of a developing country and make personal contact with its inhabitants.

Similar to the other in-school organizations, OXFAM hopes to cause a change in these developing countries making them self-sufficient, with self-respecting citizens. At the same time, they hope to educate Canadian students in international understanding.

What it means to help

Warren Gerard

The mind boggles at it. The suffering. The statistics. The whole bag of truths about the haves and the have-nots at home and abroad.

The Economic Council of Canada told us last month that four million Canadians are living below the poverty line in this affluent society.

"Poverty in Canada is real," the council stated. "Its numbers are not in the thousands, but in the millions. There is more of it than our society can tolerate, more than our economy can afford, and far more than existing measures and efforts can cope with. Its persistence, at a time when the bulk of Canadians enjoy one of the highest standards of living in the world, is a disgrace."

That is within our borders. Outside them, especially in the world's heavily populated and emerging nations, poverty and everything that goes with it is of crisis proportion.

OXFAM tells us that the present rate of world population increase is outstripping food production and resources, as well as wiping out most of the benefits of economic growth. In support of OXFAM, the demographers tell us that the 1967 population figures of 3.4 billion people will be doubled by the end of the century—and in some nations it will happen sooner.

In the west, at least, the controversy over population and the control of it, has become a matter of conscience. The facts, however, are unchanged in spite of beliefs. And the facts are that if present rates of population growth continue for long, then the problem will overcome all possible present day solutions.

But the possibility of the future is in part the reality of today. The Red Cross tells us that two-thirds of the people in the world exist in a state of chronic ill-health.

UNICEF reports that half the people in the world's poorer countries are children. It estimates that the odds are four to one against the average child in one of these countries receiving any trained medical attention at birth or after.

The death rate among children under five is 40 times as high in some developing countries as in industrialized countries. Further, if a child survives until school age, odds are two to one that he will get no formal education, and if he does go to school, odds are



As well as famine relief developing countries need instruction in health, nutrition and child welfare.

three to one that he will never complete the elementary grades.

There seems to be two ways of approaching the crisis. One, of course, is not to. Opt out. Introduce a new isolationism. Do not interfere in foreign cultures. Let nature take its course. This, apart from religious and humanistic ethics, is an approach based not only on escapism, fear and egocentricity, but also on a naive faith in the future.

Reality demands involvement. Reality also demands something more than good intentions that often seem to be a substitute in our society for knowledge. Such biblical ideals as *I am my brother's keeper* have now changed into such social ideals as *helping others to help themselves*. Instead of carrying the sword and the word to the heathens, we now carry food and technological know-how of an advanced society into *backward and developing nations*.

But while our approach seems to have changed for the better, it is often based on ill-informed opinions rather than factual information. And it can be argued that our education system can do more to improve this situation.

At present what is being done in the schools?

Hundreds of schools raise money through classroom, school and community projects. Most of them are short-term projects with an announced goal. The pupils seem to benefit, because they have achieved some-

thing, and the school and the community benefit from their spirit.

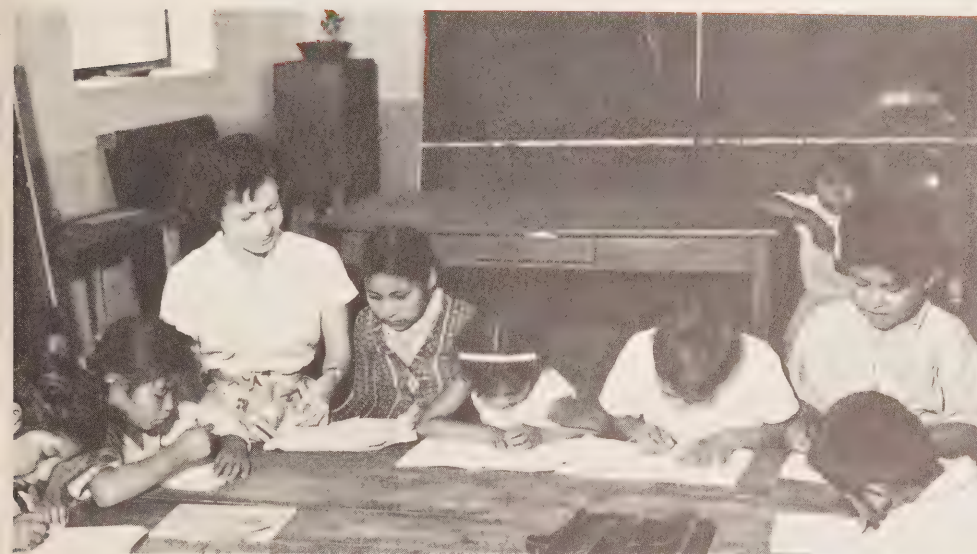
Unfortunately, this is too often where it begins and ends and the reasons for raising money are sometimes over-shadowed by the urgency of meeting an objective, such as supplying four beds for a hospital in the Congo or feeding an Indian family for a month.

This is not what the Red Cross, UNICEF, OXFAM, and the various other agencies are primarily interested in. Their primary concern is education. Only through education can attitudes and approaches be changed.

Ralph E. Wendeborn, national director of the Canadian Red Cross Youth, put it simply and dramatically in an address to young people: "I believe that a radical change in our concept of helping others is essential, if your generation and the generations of the future are to inherit a world worth having."

We must stop thinking that assistance means charity in the accepted sense of the word. Our new philosophy must be based on the importance of helping people to help themselves . . . in the long run it is man hours and willingness and skill and intelligence that will help nations to develop progressively.

The schools have to do more if *helping others to help themselves* is to become more than a high-sounding phrase. Teachers must initiate this new insight into curriculum,



Education is vitally important for children to become self-sufficient citizens in developing countries.

from mathematics to social sciences, if such help is to become more than an after-school project.

Perhaps U Thant, the secretary-general of the United Nations, has provided the clue that can lead to change.

In Asia, U Thant says, the traditional aim of education is to impress on the young the importance of the mind rather than the body, and, even more basically, the importance of spirit rather than the mind.

Whereas, in U Thant's view, the main aim of education in the west is to develop the intellect, with a strong bias towards science and technology. U Thant believes both approaches are inadequate and sums up his own view this way:

"What we need, therefore, is a synthesis of these values — spiritual and moral as well as intellectual — with the aim of producing a fully integrated human being who is inward-looking as well as outward-looking; who searches his own mind in order that his nobler self may prevail at all times, and at the same time recognizes his obligation to his fellow men and the world around him; because while the world is shrinking, humanity is multiplying, and each of us has to recognize his essential kinship to every other member of the human race."

Many teachers in many schools across Ontario are making an invaluable contribution towards the evolutionary process that might one day produce U Thant's integrated man. But it is mainly a process that depends on individual discretion and moti-

vation — a process that in fact is only as strong as the system as a whole.

The children involved in help programs are enthusiastic participants. For them, the reward is a sense of involvement and accomplishment and it is not difficult to realize the educational benefits.

What is needed, it appears, is a more dispassionate educational program in addition to the more immediate and more obvious Halloween trick or treat collections, popcorn sales and the many other ingenious means of raising much needed money.

What is needed is a presentation of what is happening in the rest of the world without bias. Awareness of the concept of the global village is of primary importance.

Prejudices become irrelevant in the fact of what is happening in the world and how the world's resources are being used. For example, UNICEF funds are voluntary contributions from governments. Those average about 80 per cent of the organization's income, which was \$33 million last year. This sum roughly equals the amount spent around the world every two hours on armaments.

What seems clear is that we should not hold back for fear of making mistakes. What is needed is a greater understanding of the reasons for action and an integrated educational policy that will put Canada in perspective as a member of the world community.



School gardens where children grow fruit and vegetables are part of many self-help projects supported by classes in Ontario.

Ministers' council appoints committees

A post secondary education committee was appointed by the Canadian Council of Ministers of Education at their first annual meeting in Toronto.

This committee, under Yves Martin, assistant deputy minister of education, Quebec, is currently studying a plan for improvement of student aid programs. In order to make higher education more accessible for all qualified students, the committee is examining such new approaches as an *educational opportunity bank*.

The Council also established a permanent instructional media committee responsible for handling developments in the media field concerning education. It will co-operate with the National Film Board and the Canadian Broadcasting Corporation. In addition, a media research and liaison officer will be appointed for one year to the Council of Ministers' secretariat to carry out studies directed by the media committee.

E. Douglas Hughes

The Teaching Revolution

W. Kenneth Richmond
Methuen
London and Toronto 1967

Contemporary education is in a quandary. There seems to be no doubt about that, for we are warned in the pages of our daily newspapers, in numerous magazines and journals and in a flood of recent books that unless the swelling population receives maximum educational benefits, all will be lost.

And here is another book on the problem: **The Teaching Revolution** by W. Kenneth Richmond, senior lecturer in education at Glasgow University. Mr. Richmond is a most articulate writer who opens with a reiteration of the figures and facts of the population explosion and then goes on to discuss some of the newest methods used to teach mathematics, science, English and other subjects to the large classes of today.

While admitting that an enormous confusion exists in the application of new approaches to teaching, the author is yet an enthusiastic supporter of such devices as team-teaching, audio-visual aids and experiments with the *new mathematics*, *new-writing* and *new linguistics*. However, he advises sensible and creative use of all these things born of a technological and fast-paced age. In his words: "Unless we are so defeatist as to relapse into the belief that technological progress really is uncontrollable, or so childish as to accept its blessings as if they were toys dropped in our lap by some benevolent Father Christmas figure, we shall be left to drift, falling in with trends and tendencies as the whim takes us. In a word, we shall lack a policy."

Good words to hear. And good, too, is Mr. Richmond's recognition of the need to establish an educational environment that will allow truly creative students to flourish. With no misgivings he bids farewell to IQ tests and all that they imply, calling for a more individualistic approach to students so that their most natural gifts may be nurtured and brought to light.

Like so many educational observers today, Mr. Richmond fears for a world in which cultural change is taking place so rapidly, and wonders how school systems can comfortably cope with it. Since our entire way of thinking about education has been conditioned by the centuries-old habit of reading continuous prose, how are we to tackle a world in which education has become a whizz-bang affair kaleidoscopically projected through the sight-sound presentations of films and television?

We have so many new and fascinating tools, he says — television cameras, computers, projectors, talking typewriters, and so on — but all of them so unrelated that they are much like the spare parts of an engine which must be properly joined together into something worthy of being called a teaching machine.

Mr. Richmond, with McLuhanistic expectancy, looks forward to a day when this will all come about, but he ends his book by stating that many recent research studies indicate that no significant differences have been reported in areas where some of the latest and most high-powered techniques of instruction have been adopted.

So **The Teaching Revolution**, like many recent books on contemporary education, still leaves one to wonder: where will it all end? Nowhere in its pages can be found a mention of what must be done to teach people to be free, to be happy, to be human (for that one must turn to A. S. Neill's account of his work at Summerhill or the essays of Paul Goodman) and until someone comes up with a foolproof formula for that, the rest is really so much whistling in the wind.

Dr. G. H. Davies

Once upon a time the animals decided they must do something to meet the problems of a *new world* so that they organized a school. They adopted the activity curriculum consisting of running, climbing, swimming and flying and, to make it easier to administer, *all* the animals took *all* the subjects.

The duck was excellent in swimming — better in fact than his instructor — and made passing grades in flying, but he was very poor in running. Since he was slow in running he had to stay after school and also drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming . . .

The rabbit started at the top of the class in running but had a nervous breakdown because of so much overwork trying to compete in the swimming area.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the tree-top down . . .

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree but insisted on using his own way to get there.

At the end of the year an abnormal eel that could swim exceedingly well and also run, climb and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the ground hogs and gophers to start a successful private school.

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